DOCUMENT RESUME

ED 075 976 EC 051 805

TITLE	Curriculum Guide Functional Level B Exceptional Child Program.
INSTITUTION	Pinellas County District School Board, Clearwater, Fla.
PUB DATE	Jan 73
NOTE	348p.
EDRS PRICE	MF-$0.65 HC-$13.16
DESCRIPTORS	Art; Childhood; *Class Activities; *Curriculum Guides; *Exceptional Child Education; Health Education; Language Arts; Mathematics; *Mentally Handicapped; Music; Physical Education; Safety Education; Sciences; *Skill Analysis; Social Studies

ABSTRACT

Sequenced instructional objectives (number indicated in parentheses) in the following subjects are listed for students having a chronological age of 8 to 10 years and a mental age of 4 to 8 years: language arts (77), mathematics (70), social studies (89), science (60), health (38), safety (26), physical education (28), art (36), and music (23). The objectives are identified for specific areas (such as reading and speaking skills) of each instructional unit (such as language arts). Teaching strategies such as the following are suggested for each instructional objective: having students sort pictures to find ones that fit certain sentences (auditory skills), having students trace over shaded work (writing skills), having students bundle sticks into groups of 10 each (numeration), setting up a classroom store (money), having students name people, events, or things in the environment which cause them to respond emotionally (self-knowledge), having students demonstrate their abilities to use the sense of taste to gather information about the environment (investigating the senses), having students demonstrate their abilities to wash dishes (sanitation), having students tell the danger of plastic bags (safety at home), having students leap short distances in a coordinated fashion (physical education), having students produce by form and construction a recognizable object (art), and having students describe the emotional moods of assorted musical pieces (music attitudes). Materials corresponding to each teaching strategy are indicated. (For related document, see EC 051 458). (GW)

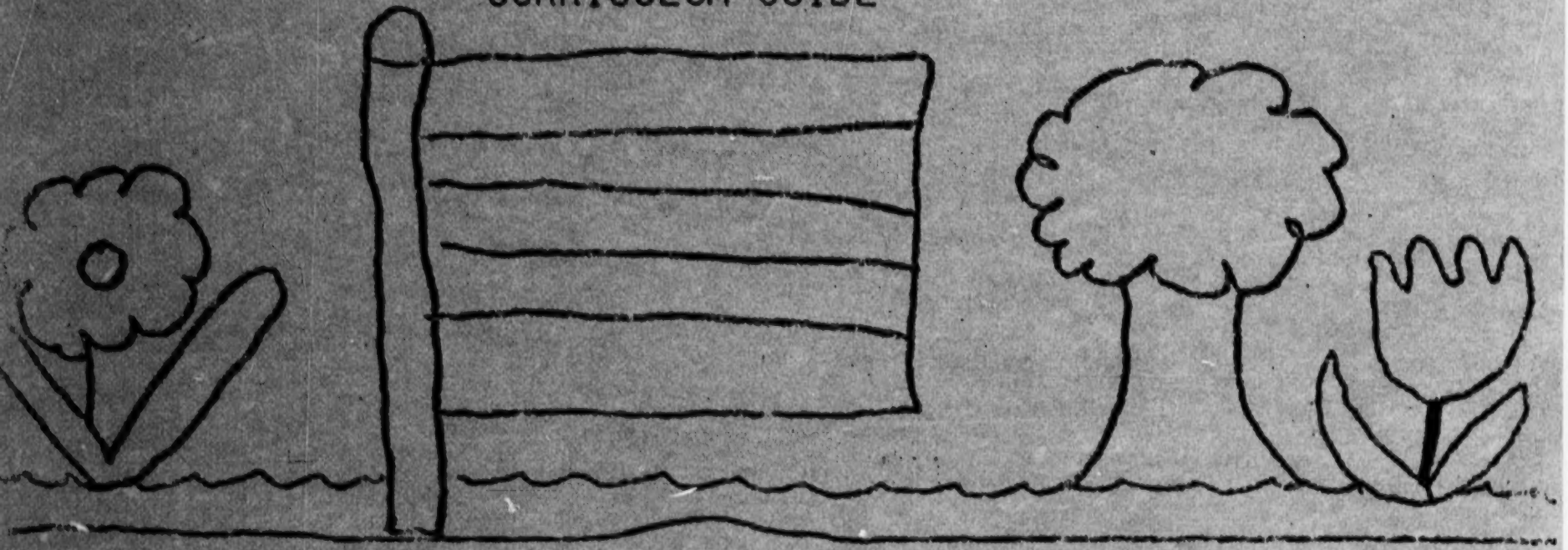
EC 051 805E

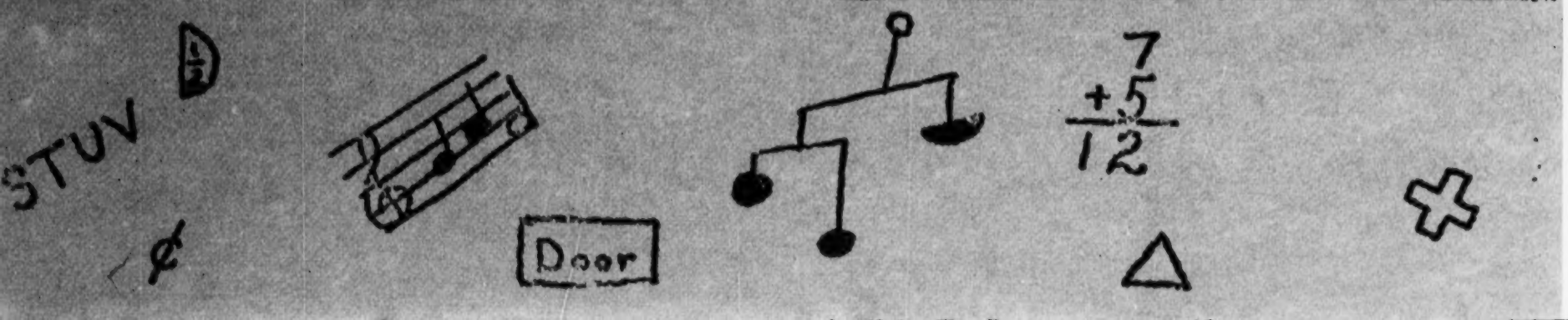
ED 075976

EXCEPTIONAL CHILD EDUCATION

LEVEL B

CURRICULUM GUIDE





FILMED FROM BEST AVAILABLE COPY

CURRICULUM GUIDE
FUNCTIONAL LEVEL B
EXCEPTIONAL CHILD PROGRAM
PINELLAS COUNTY PUBLIC SCHOOLS
PINELLAS COUNTY, FLORIDA
JANUARY, 1973

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

School Board of Pinellas County, Florida

The Reverend Arthur L. Albers, Chairman

Dr. Charles J. Crist

Mr. Ron Fisher

Mr. Bryan Goode

Mr. Calvin A. Hunsinger

Mrs. Jane Manson

Mrs. Martha Rudy Wallace

Mr. Gus Sakkis	Acting Superintendent
Mr. Joe C. Eidson	Deputy Superintendent
Mr. Stanley Moore	Executive Assistant Superintendent General Education
Mr. John A. Blank	Assistant Superintendent Elementary Education
Mr. Paul B. Stephens, Jr.	Director Exceptional Child Education

FOREWORD

This curriculum guide has been prepared by teachers in an effort to assist teachers with the education of exceptional children. It has also been prepared to fulfill other specific needs. The Accreditation Department of the State Department of Education has expected the exceptional child programs within the state to ". . . provide a sequential program in motor, auditory, visual and associational skills; language arts; arithmetic computational skills; and social learning." They have asked that "Programs be developed and strategies implemented which will permit evaluation of student progress toward achieving the goals or objectives of the instructional program, taking into account the special learning problems and potentials of the exceptional child."

With these two objectives in mind, a set of specific objectives has been established which will permit teachers to teach and evaluate individual progress taking into consideration individual differences.

These objectives should not be considered inclusive and absolute.

As with all curricula, the curriculum for the exceptional child is dynamic. It changes and develops in response to new knowledge, to the needs and requirements of those being served, and to the insights unveiled upon the use of any guide. For this reason, this guide should be viewed as a revision in what must be a sequence of revisions, with each reflecting the changes in approaches to the exceptional child.

For convenience, each objective has been written as an individual entity. Many of the objectives can be taught in conjunction with others as a unit, or as a specific lesson.

The intent is to provide only the continuum of objectives to be taught; not to restrict the teacher as to her approach or strategy.

Wren R. Diem

Chairman

ACKNOWLEDGEMENTS

We wish to thank the faculties of the Clearwater Exceptional Child Education Center, Nina Harris Exceptional Child Education Center, St. Petersburg Exceptional Child Education Center, and the Tarpon Springs Exceptional Child Education Center, as well as the staff of our Learning Disabilities Department who have helped in the development and construction of this curriculum guide. Space will not allow the printing of the names of each contributor.

Appreciation is given for the guidence and assistance of Mr. Paul B. Stephens, Jr., Director, Exceptional Child Education; Mrs. Bernice Johnson, Coordinator of Specific Learning Disabilities, Exceptional Child Education and Mr. John Turner, Supervising Counselor, Division of Vocational Rehabilitation.

Mr. and Mrs. David Popper, lay volunteers displayed the tolerance, patience and dedication needed while performing hours of typing.

Joan Brophy	1971-73
Wrex Diem	1970-73
Charles Dimter	1971-72
Lilly Harrington	1970-73
Eileen Kubicki	1970-73
Yanchy Lascka	1972-73
Diane Packwood	1971-72
Jean Ramsey	1970-72
Lawrence Rolleston	1971-73
Byron Shipley	1970-73
Jean Short	1971-73
Elizabeth Burnahm	1971-72
Demetrios Thermenos	1970-73
Gene Fannin	1972-73

Acknowledgement should be given to Mr. Robert Harris, Industrial Arts Teacher and his students at the Nina Harris Exceptional Child Education Center, who have contributed their time, energy and skill in the printing of this guide.

Thank you to everyone.

The Committee

TABLE OF CONTENTS

Introduction - Pink

Pinellas County School System
Foreword
Acknowledgements
Table of Contents
General Philosophy and Goals of Exceptional Child Education
Level B Basic Objectives

Language Arts - White

77 Objectives
Individual Chart
Sequence of Strategies

Mathematics - Blue

70 Objectives
Individual Chart
Sequence of Strategies

Social Studies - Yellow

89 Objectives
Individual Chart
Sequence of Strategies

Science - Green

60 Objectives
Individual Chart
Sequence of Strategies

Health - White

33 Objectives
Individual Chart
Sequence of Strategies

Safety - Blue

26 Objectives
Individual Chart
Sequence of Strategies

Physical Education - Yellow

28 Objectives
Individual Chart
Sequence of Strategies

Art - Green

36 Objectives
Individual Chart
Sequence of Strategies

Music - White

23 Objectives
Individual Chart
Sequence of Strategies

GENERAL PHILOSOPHY AND GOALS FOR EXCEPTIONAL CHILD EDUCATION

Philosophy Of Exceptional Child Education

Exceptional Child Education should provide opportunities, experiences and facilities for a person to become fully functioning in his environment based on his own abilities.

Exceptional Child Education Goals

1. To provide the opportunities for the sequential development and improvement of work attitudes, habits and experiences.
2. To create an atmosphere of freedom to explore avenues for leisure activities.
3. To develop a practical knowledge of the use of numbers.
4. To develop perceptual motor skills for all children according to their abilities and limitations.
5. To provide for the development and improvement of communication for all children according to their abilities and limitations. Communication includes: listening, speaking, gesturing, reading, writing, spelling and thinking.
6. To provide instruction in self-care and knowledge of personal health.
7. To develop positive personal mental health attitudes and moral obligations.

BASIC OBJECTIVES - LEVEL B

This level is designed for the student who has successfully mastered most of the skills listed in our functional level A. Basically this student will have a C.A. from 8-10 and a M.A. from 4-8.

This sequential program provides a living framework of educational objectives for the exceptional child. This structure offers flexible strategies in which auditory, visual, and motor skills develop in relation to the learning problems and potentials of this individual. Emphasis is placed upon enriching oral language while in an atmosphere of security and success.

For the teacher, the design provides an immediate, progressive checklist for the evaluation of each exceptional child in the areas of language arts, mathematics, science, social studies, art, music, health, safety and physical education. This structure offers a meaningful bridge between teachers, schools and maturation levels. The teacher realizes that there will be overlapping between levels of experience.

Being a dynamic curriculum, it adapts to the needs of the exceptional child and the teacher as the strategies of each area are supplemented with new resources. Space has been provided for the user to record personal successful strategies and resource material, which will be the primary source of material for a revision in the future.

LANGUAGE ARTS

LEVEL B

Visual Skills

The student:

1. identifies similarities or differences among pictured objects by placing marks on the appropriate pictures.
2. identifies similarities or differences among designs by placing marks on the appropriate designs.
3. identifies from among many a displayed letter by placing a mark on the designated letter.
4. identifies single letters from groups of letters by marking appropriately.
5. matches word outlines to assorted word outlines.
6. matches words to word outlines.
7. can identify items in a picture by appropriately marking the named items.
8. can locate in a picture named shapes by appropriately marking them.
9. when given a picture which is incomplete, indicates from a choice of items, which item is necessary to complete the picture.
10. when given a pictured situation, places a mark on the item or items which are incongruous or absurd.
11. matches pictures of associative objects.

Auditory Skills

The student:

12. 1. can identify a named letter of the alphabet by holding up an example of the named letter.
13. 2. identifies which pictured object is identical to a spoken word.
14. 3. identifies a predetermined sound from a group of sounds.
15. 4. identifies pictures of objects that begin with the same sound.
16. 5. identifies pairs of words that rhyme.
17. 6. identifies words which rhyme by naming words which have the same ending as the word given orally.
18. 7. places a mark on those pictures on a worksheet which have names that rhyme with a spoken word.
19. 8. identifies non words from words as they are spoken.
20. 9. identifies spoken words that belong in a predetermined category.
21. 10. matches pictures of objects that rhyme.
22. 11. selects from a series of pictures, a picture that corresponds to a sentence orally given by the teacher.

Speaking Skills

The student:

23. 1. can identify by name the colors red, orange, yellow, green, white, blue, purple, pink, tan, brown, and black when shown an object of each color.
24. 2. can recite in sequence the alphabet

25. 3. can recite the letter that comes before and after.
26. 4. can recite in sequence the alphabet from any starting point given by the teacher.
27. 5. can identify by name pictures of many common objects.
28. 6. explains one way in which simple pairs of words go together.
29. 7. describes the differences in size, color, and function of concrete objects.
30. 8. after observing a series of related pictures, orally lists their events in a logical sequence.
31. 9. tells the story of a picture or series of pictures.
32. 10. responds with an oral interpretation of a short story read by the teacher.
33. 11. classifies by name sets of pictures.
34. 12. when shown a set of pictures, names all of the objects that belong in a given category.
35. 13. demonstrates his ability to respond verbally in a meaningful way when an idea is presented to him.
36. 14. can describe a series of events in proper sequence.
37. 15. describes personal experiences.
38. 16. can examine a picture and draw inferences.
39. 17. can examine a picture and anticipate outcomes.
40. 18. speaks with ease within the class.

Reading Skills

The student:

41. 1. matches labels to pictured objects found in the home.
42. 2. matches labels to concrete objects found in the school.
43. 3. matches labels to pictured objects found outside.
44. 4. matches name cards to members in his class.
45. 5. matches labels to actions demonstrated to the class.
46. 6. combines pictures to make simple sentences.
47. 7. reads two word sentences consisting of noun and action verb from experience chart consisting of picture sentences.
48. 8. matches color names to colored objects.
49. 9. reads the color words.
50. 10. selects common word cards that begin with a given sound.
51. 11. constructs short sentences about pictures and reads back the sentences as soon as they are recorded.
52. 12. reads word cards printed from the total vocabulary of a selected simple reading level book.
53. 13. comfortably reads a selected simple class prepared book.
54. 14. comfortably reads a selected simple reading level book.

Writing Skills

The student demonstrates his ability to:

55. 1. use the correct position for writing.
56. 2. trace with a pencil, shaded letters, words, and sentences.
57. 3. move from left to right while writing.
58. 4. copy his name.
59. 5. write in manuscript the letters l, i, L, H, F, E, I, t, T.
60. 6. write in manuscript the letters h, n, m, r, U, u.
61. 7. write in manuscript the letters D, P, B, b, p.
62. 8. write in manuscript the letters O, o, C, c, a, d, g.

63. 9. write in manuscript the letters X, x, V, v, W, w, y.
64. 10. write in manuscript the letters G, e, g, f, s, S, J, j.
65. 11. write in manuscript the letters N, A, Z, z, K, k, M, Y, R, Q.
66. 12. use proper spacing between letters and words.
67. 13. copy words and sentences from his own paper.
68. 14. copy words and sentences from a separate sheet of paper.
69. 15. copy words and sentences from an experience chart and the blackboard.

Related Skills

The student:

70. 1. works on a printed sheet left to right, top to bottom.
71. 2. identifies the title of a book or story by pointing to the title.
72. 3. demonstrates his ability to give attention to a task.
73 4. examines books whose contents are only pictures, and tells the story of the book.
74. 5. demonstrates his ability to be interested in books.
75. 6. demonstrates his ability to handle books properly.
76. 7. dramatizes a story he has just heard.
77. 8. illustrates a story he has just heard.

EXCEPTIONAL CHILD EDUCATION PROGRESS REPORT - LANGUAGE ART

LEVEL B

Pupil's Name _____ Birthdate _____

Date Completed _____ Teacher _____

Skill Area: Specific Objectives

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Visual Skills												*	*	*	*	*		*
Auditory Skills												*	*	*	*	*	*	*
Speaking Skills																		
Reading Skills															*	*	*	*
Writing Skills																*	*	*
Related Skills										*	*	*		*	*			*

Unit: Language Arts
Area: Visual Skills

Objective (1): The student identifies similarities or differences among pictured objects by placing marks on the appropriate pictures.

Materials	Teaching Strategies
Dittoed sheet having eight different numbered pictured objects vertically arranged on left side of paper. Separated by a line are scattered a number of objects, some of which are similar to the eight and others different from the eight.	On board draw a simple picture. Draw a second the same, discuss and erase. Draw a third similar, discuss, erase. Draw a fourth different, discuss, erase. Have students take a red crayon and circle picture one, then have them find a picture on right side similar to one and circle it with red crayon.
Set of crayons	Repeat procedure, using eight different crayons.
Blackboard Chalk	Repeat whole procedure, coloring objects that are different.
Mimeographed worksheets, as below: Across the top of the page, draw three or four distinct pictures; draw a line under these to separate them from the rest of the page. Under the line, duplicate those three or four pictures and an additional three or four others.	Instruct the child to color one of the top pictures red. He should then find the other picture like it and color it red. Continue this procedure, using a different color for each of the top three or four pictures.
Dittoed copies with a series of pictures in a row, making sure there is a picture in the row exactly like the first picture.	Teacher says, "Circle the picture in each row which is like the first picture in the row."

Additional Resources:

Unit: Language Arts
Area: Visual Skills

Objective (2): The student identifies similarities or differences among designs by placing marks on the appropriate design.

Materials	Teaching Strategies
Dittoed sheet having 8 different numbered designs vertically arranged on left side of paper. Separated by a line are scattered a number of designs, some of which are similar to the 8 and others different from the 8.	On board draw a simple design; draw a second the same, discuss and erase; draw a third, similar, discuss and erase; draw a fourth, different, discuss and erase. Have student take red crayon and circle design 1; have them find a design on the right side similar to 1 and circle it red.
Set of crayons	Repeat procedure, using 8 different crayons.
Blackboard **Chalk**	Repeat whole procedure, coloring designs that are different.

Additional Resources:

Unit: Language Arts
Area: Visual Skills

Objective (3): The student identifies from among many a displayed letter by placing a mark on the designated letter.

Materials	Teaching Strategies
Assorted letters singly written on board.	Student can go up to board and point to the letter that is displayed by the teacher. He can find it in many places.
Dittoed sheet Set of crayons Set of alphabet cards	Teacher displays a letter. Children take a red crayon and circle all of those letters. Repeat, using other letters and crayons.

Additional Resources

Unit: Language Arts
Area: Visual Skills

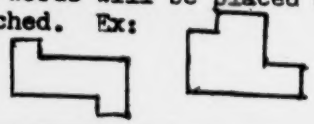
Objective (4): The student identifies single letters from groups of letters by marking appropriately.

Materials	Teaching Strategies
Dittoed short story Same story on blackboard Colored chalk Crayons Set of alphabet cards	Teacher demonstrates by displaying a letter card and circling all of those letters in story on board with a piece of colored chalk. Children repeat, using same color and letter on their paper. Repeat procedure, using different color and letter. Move to just giving color and displaying letter.

Additional Resources

Unit: Language Arts
Area: Visual Skills

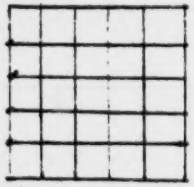
Objective (5): The student matches word outlines to assorted word outlines.

Materials	Teaching Strategies
1. Word cards cut into shapes of outlines. Ex: boy toy little the 2. Blank outlines onto which the words will be placed or matched. Ex: 	Game situation: Ask class what shape certain items have. Ex: ball - round, globe - round, box - square, people - curved. Tell class that words also have shapes. Today we will match certain word shapes to their same word shapes. When a student makes a correct match, he or his team will receive a prize.

Additional Resources

Unit: Language Arts
Area: Visual Skills

Objective (6): The student matches words to word outlines.

Materials	Teaching Strategies
Paper and/or tagboard one inch "squared"  Scissors Pencils: one regular, one red	1. Give student "squared" paper, pencil and scissors. 2. Have and/or help student print a word. Ex: "baby" or "body" 3. Outline "form" in red. 4. Cut on red lines to create "form" for word match. Note: After student and/or teacher has/have a number of different word forms available, proceed with matching.

Additional Resources

Unit: Language Arts
Area: Visual Skills

Objective (7): The student can identify items in a picture by appropriately marking the named items.

Materials	Teaching Strategies
Pencils Dittos	On a ditto form make drawings of common objects. Run off enough for all. As you call out the object, have each child mark it on his sheet.
Magazine Opaque projector	Put a picture of several items on the opaque and ask the child to go to the screen and point out the requested object.

Additional Resources

Unit: Language Arts
Area: Visual Skills

Objective (8): The student can locate in a picture named shapes by appropriately marking them.

Materials	Teaching Strategies
Ditto Pencils	Run off a ditto of different shapes. Give one to each child. Call out or name the shape. Have each child mark it.
Opaque projector Assorted pictures or film strip and projector or large picture. Blackboard Chalk	Draw a shape on board. Ex: circle Show picture and have student come up and find round circle-shaped objects in picture and point to them. Repeat with other shapes.

Additional Resources

Unit: Language Arts
Area: Visual Skills

Objective (9): The student when given a picture which is incomplete, indicates from a choice of items, which item is necessary to complete the picture.

Materials	Teaching Strategies
Magazines Scissors	Cut out sheet pictures from magazine. Then cut out a section from each picture. Put the picture on one table and sections on another. Have the child find the section from among a few that fits into the picture. Work up from a few selections to many; also, gross cut-outs to fine cut-outs.

Additional Resources

Unit: Language Arts
Area: Visual Skills

Objective (10): The student when given a pictured situa[illegible] places a mark on the item or items which are incongruous or abs[illegible]

Materials	Teaching Strategies
Dittoed sheet containing drawings, some of which are incongruous or absurd. Crayons	Discuss one of the drawings that is absurd and talk about what doesn't belong. Have student color those parts of the pictures that are absurd.
Assorted pictures cut out of magazines that are absurd. Assorted pictures that are real.	Have student sort the assorted pictures into two piles.

Additional Resources

Unit: Language Arts
Area: Visual Skills

Objective (11): The student matches pictures of associative objects.

Materials	Teaching Strategies
Collect pictures of: shoe, knife, toothbrush, chair, paper, fork, table, pencil, sock, toothpaste, etc.	The teacher asks the student to match objects that are related or that go together as the associative pairs of objects.

Additional Resources

Unit: Language Arts
Area: Auditory Skills

Objective (12): The student can identify a named letter of the alphabet by holding up an example of the named letter.

Materials	Teaching Strategies
Sets of alphabet cards	Group of students select through their cards and find that letter named by teacher.
Alphabet bingo (played like regular bingo)	Place a cover over proper letter as it is called out by teacher until bingo is achieved.
Use bingo alphabet cards	Each child has a bingo card. Leader says the letter only; does not show letter. When bingo is attained, winner receives reward.

Additional Resources

Unit: Language Arts
Area: Auditory Skills

Objective (13): The student identifies which pictured object is identical to a spoken word.

Materials	Teaching Strategies
Sets of pictures, 3 pictures to a set. The pictures should be of one object and the names of the pictures of a given set should have similar sounds in them. Ex: cat - coat - car rat - bat - cat pen - pin - pan	Place one set of pictures in front of child. Hide your mouth with a piece of paper and then name one of the pictures. The child must find the picture of the object named.

Additional Resources

Unit: Language Arts
Area: Auditory Skills

Objective: (14) The student identifies a predetermined sound from a group of sounds.

Materials	Teaching Strategies
Musical instruments: Whistle, hand bell, drum, wood blocks Tape or record can be used for animal sounds, transportation sounds (train, airplane)	Teacher sounds whistle and drum. Child closes eyes and teacher beats drum. Child opens eyes and points to correct item. Next, add another instrument - so now the child has three to differentiate. Teacher adds another instrument as child is so able.
Assorted sound makers. Blindfolds.	Class is blindfolded. Teacher produces sound enough so class focuses on sound. Teacher then produces assorted sounds. Individuals identify original sound by raising hands when that sound is reproduced.

Additional Resources

Unit: Language Arts
Area: Auditory Skills

Objective: (15) The student identifies pictures of objects that begin with the same sound.

Materials	Teaching Strategies
Sound used - "b" Mirror Mount pictures representing the noun. Most of the words represented should start with "b". Ex: ball, bed, bear, bicycle. Include other words, such as car, horse, doll, etc. Avoid using any other labial initial sounds, such as "m" or "p"	Point to the picture of a ball. Say "ball". Have children say "ball". Ask children what their lips do when they say ball. Let them see themselves say "ball". Tell children you want them to find other words in which their lips come together. Say each of the words with the group. Can they find the other words which have the same sound?
	When it is time to line up, begin early and have students put their heads down. All students whose first name begins with "m" may line up. You could have students raise their hands and check for correction before they line up.

Additional Resources

Unit: Language Arts
Area: Auditory Skills

Objective: (16) The student identifies pairs of words that rhyme

Materials	Teaching Strategies
	Play rhyming words: Teacher: "I'm thinking of a word that rhymes with knee. It grows outside and has a trunk with green leaves," etc. Can do it by playing snake. If child misses, he moves to the end. Or - by playing around-the-world. Child stands behind another's chair. The one which says the word first moves to stand behind the next child.
Rhymes used: Little Boy Blue Baa Baa Blacksheep Old Woman in the Shoe	Teach the rhymes to the students. Say each line of a rhyme and show the appropriate picture for the last word in each phrase. Point out that these words sound alike. Let the children recognize pairs of rhyming words.
Make a picture to represent the last word in each phrase of the above rhymes.	Pass out the pictures for a given rhyme. The class the[illegible]yme, leaving off the last word in each phrase. The child with that picture says the missing word.
List of matched sets of words. Ex: cat - bat ball - wall bed - red	Teacher reads out one set of words. Student should be sitting in front of teacher with his back turned to teacher.
Blackboard Chalk	Students are to take turns naming rhyming words (pairs). Teacher will write words on board.

Additional Resources

Unit: Language Arts
Area: Auditory Skills

Objective: (17) The student identifies words which rhyme by naming words which have the same ending as the word given orally.

Materials	Teaching Strategies
Magazine or drawn pictures Paper Pencil Chalkboard Chalk Flannel board Ditto	Motivation: Present pictures to students on flannel board in random order. Have children come up and match pictures that rhyme. On flannel board have another set of pictures. On chalkboard have words written (more than number of pictures). Number paper 1-10 - look at first picture and find word that rhymes with picture and write it on paper. Continue until finished. Given ditto - match words that rhyme.
Chalkboard Pictures on board, heading of vowel sounds, short and long. Ex: a - apple; blends (consonant) and alphabet.	Several procedures can be used here. One is for the teacher to say a word (Ex: "rhyme") and each student takes a turn in naming a rhyming word in alphabetical order (Ex: A - Anaheim, B - ?, C - chime, crime, etc. Teacher writes words on board so words are not repeated. Or, class can be divided into teams and scores kept for "rewards" or "points." Two - Teacher says three words, two rhyme, one doesn't. Students repeat rhyming words and tell why third word doesn't rhyme. Three - Advanced groups can vary game by spelling rhyming word. Four - Teaching vowel sounds and beginning or ending consonants, teacher says "ending" only, such as ad, students reply in turn with (Ex: bad, cad, dad, etc. in order; then use words in a sentence).

Additional Resources

Unit: Language Arts
Area: Auditory Skills

Objective: (18) The student places a mark on those pictures on a worksheet which have names that rhyme with a spoken word.

Materials	Teaching Strategies
Homemade bingo cards with pictures in each block. Chips	Give each child a bingo card and set of chips. Give directions - "I will say a word and you must find a picture that rhymes with it and put a mark on it. Do it quietly or to yourself. The first one to have a vertical, horizontal or slanting bingo, call bingo. Check words to be sure they are correctly marked." Play game.
Dittoed worksheets with pictures. Each sheet deals with a "specific kind," such as: One for animals; another for fruit; colors; vegetables; transportation; weather; types of clothing; road signs; tools, jobs, etc.	Students listen to a word said orally, and if it rhymes with a picture on the sheet, a circle is drawn around that picture. Pictures may have names, or may be left blank to be filled in by students as spelling drill. Class can be divided into teams to make rhyming words after pictures on worksheet have been circled.

Additional Resources

Unit: Language Arts
Area: Auditory Skills

Objective: (19) The student identifies non-words from words as they are spoken.

Materials	Teaching Strategies
Various toy objects: ball car fan etc. Word list (variable)	The teacher has a list of words - some are non-words; the others are the names of the toy objects. The students take turns and are given a word. If in one turn a student is given the name of an object, he is given the opportunity to play with or manipulate the object for a short period of time. Of course, if he receives a non-word, he may not touch an object. The manipulation of the object is used as a reward for recognition of a name word, and recognition of non-words as words is not reinforced. This could be extended so that the child would have the opportunity to act out verbs, adjectives and adverbs. The child could also respond to non-words by saying another non-word in his turn as his response.

Additional Resources

Unit: Language Arts
Area: Auditory Skills

Objective: (20) The student identifies spoken words that belong in a predetermined category.

Materials	Teaching Strategies
Follow lists of words: 1. hello - fellow - yellow - jello 2. Ted - red - said - head 3. Grow - great - greet - green 4. Threw - blue - too - you 5. Stack - tack - back - black 6. Brown - gown - town 7. Link - pink - sink - rink	Teacher slowly repeats a line of words. As soon as the child hears a color word, he claps his hands. The same activity can be done using other categories - food - clothing - numbers, etc.

Additional Resources

Unit: Language Arts
Area: Auditory Skills

Objective: (21) The student matches pictures of objects that rhyme.

Materials	Teaching Strategies
Worksheet with pictures that rhyme (10 pictures - 5 pairs)	Child is to pick out rhyming pairs. Child is to draw lines to rhyming pictures.
Assorted individual cards - paired through rhyming words.	Children sort through pile of cards and match rhyming pictures.

Additional Resources

Unit: Language Arts
Area: Auditory Skills

Objective: (22) The student selects from a series of pictures, a picture that corresponds to a sentence orally given by the teacher.

Materials	Teaching Strategies
Assorted pictures Individual sentences to correspond to each picture.	Teacher reads a sentence. Student sorts through pictures and finds the picture that fits the sentence. Begin with only a few pictures to sort through, increasing the number of pictures and moving also to sentences that have one picture that matches, but other pictures that are similar to the sentence.

Additional Resources

Unit: Language Arts
Area: Speaking Skills

Objective: (23) The student can identify by name the colors red, orange, yellow, green, white, blue, purple, pink, tan, brown and black when shown an object of each color.

Materials	Teaching Strategies
Index cards Tempera paint Marking pen	Paint an index card for each color used. The card will have the color on it and the name. Then take a magazine and show him a picture, have him match the color with each color coded card, then have him do it from memory. Play a game in which you ask what the colors of common things are: Sky? Clouds? [illegible]? In this way they could associate colors with everyday objects.

Additional Resources

Unit: Language Arts
Area: Speaking Skills

Objective: (24): The student can recite in sequence the alphabet

Materials	Teaching Strategies
Ditto Pencil	Make up a ditto with certain letters of the alphabet missing; have the student recite the alphabet until he gets to a missing letter - he stops, fills in the letter, then continues reciting until he comes to the next blank. When he has filled in the total alphabet, he will recite it without stopping: AB - DE - GH - etc.
Cards with letters on them.	Give the student cards which he should arrange in order. He may look at the chart first - may do in groups, then single letters. Teach the "Alphabet Song" (Tinkle Little Star" tune) or poem (same, except not sung but spoken as a poem). These fall into rhyming groups which aid memory. Reward from M & M to - ? when alphabet is learned (for sure) as demonstrated by student.

Additional Resources

Unit: Language Arts
Area: Speaking Skills

Objective: (25) The student can name the letter that comes before and after a named letter.

Materials	Teaching Strategies
Individual letters on cardboard (large letters)	Game - pass out letters. One child picks a letter. Teacher asks for child with letter before his letter to stand on one side and for the child with letter that comes after the letter on the other side. Continue with other letters.
Alphabet cards M & M's	Teacher calls letter. Pupil who raises hand and can give the letter which comes before and after the named letter receives an M & M.

Additional Resources

Unit: Language Arts
Area: Speaking Skills

Objective: (26) The student can recite in sequence the alphabet from any starting point given by the teacher.

Materials	Teaching Strategies
Large letters on cardboard.	The teacher will call a letter from the alphabet and will ask the child with a letter to call for all letters that come before or after (in sequence) his letter.

Additional Resources

Unit: Language Arts
Area: Speaking Skills

Objective: (27) The student can identify by name, pictures of many common objects.

Materials	Teaching Strategies
Select actual objects, such as dishes, examples of clothes, books, etc. Pictures	Have children name actual objects - select from a group of pictures and name the picture that matches his object. Reverse procedure - give the child a picture and have him name and pick the object from a collection of objects.

Additional Resources

Unit: Language Arts
Area: Speaking Skills

Objective: (28) The student explains one way in which simple pairs of words go together

Materials	Teaching Strategies
Word list: book - magazine cup - glass pencil - pen plate - saucer uncle - aunt mother - father brother - sister	The teacher tells the child a pair of words and asks him to explain the relationship between these words.

Additional Resources

Unit: Language Arts
Area: Speaking Skills

Objective: (29) The student describes the differences in size, shape, color and function of concrete objects.

Materials	Teaching Strategies
Objects: pencil pen crayon paperclip staple tack	The teacher will ask the student to tell the differences in size, shape, color, and function of the objects (any group of objects will do).
One small red padlock One yellow plastic jack One pink and white plastic place fan One 1" orange cube One silver metal bell One green wooden top One small wood mallet P. Mooney puppet P. Mooney Record HA P. Mooney Song (from Peabody Language Development Kit Level P)	Prepare students to listen for words which tell what P. Mooney looks like. Play record, using puppet. Students sing the song. Name words which describe P. Mooney. Play riddle game recalling fruits and vegetables in P.L.D. Kit: e.g., I am long and orange. I am a vegetable (carrot). At random have students name words which describe: e. g., hard, soft, rough, little. Review materials from which objects are made - metal, glass, plastic, leather, cloth, wood, etc. Teacher tells students, "I am going to give you something to hold. You are to look at it carefully, think of the words that you can name to describe it. Try not to name what you hold."

Additional Resources

Unit: Language Arts
Area: Speaking Skills

Objective: (30) The student after observing a series of related pictures, orally lists their events in a logical sequence.

Materials	Teaching Strategies
Show three pictures - in sequence or not in sequence. Ex: 1) Boy building a bird house, 2) Boy putting the bird house in a tree, 3) A bird entering the bird house.	Teacher says, "Tell me a story about the three pictures. Be sure to tell me the story in the order it would happen."

Additional Resources

Unit: Language Arts
Area: Speaking Skills

Objective: (31) The student tells the story of a picture or series of pictures.

Materials	Teaching Strategies
Pictures (a scene - colorful and large) (preferably covered with an acetate sheet so children can handle them)	Child is instructed to tell a story about the picture.
Pictures (could relate to any subject area)	Teacher has the children tell a story about the picture. A number of different pictures can be used, ranging from simple to complex subjects.

Additional Resources

Unit: Language Arts
Area: Speaking Skills

Objective: (32) The student responds with an oral interpretation of a short story read by the teacher.

Materials	Teaching Strategies
Series of interesting short stories.	Teacher reads short story. Student tells group his version of the short story. Teacher builds skill of individual up to the point where there is good verbalization.

Additional Resources

Unit: Language Arts
Area: Speaking Skills

Objective: (33) The student classifies by name sets of pictures.

Materials	Teaching Strategies
Felt board Felt objects Pictures Filmstrips	Expose the students to specified pictures, filmstrips, felt board objects, real objects (whenever possible) and movies on particular areas. After the student has been exposed, arrange pictures in sets. Ask the child which picture does not belong. Finally, request the child to give a one name word for the picture.

Additional Resources

Unit: Language Arts
Area: Speaking Skills

Objective: (34) The student when shown a set of pictures, names all of the objects that belong in a given category.

Materials	Teaching Strategies
Five pictures of farm animals and five pictures of common jungle animals (colored pictures, if possible)	Present the ten pictures, in mixed order, to the child. Ask him to name the animals that he would see if he were in the jungle. Then ask him to name the animals he would see if he were on a farm.

Additional Resources

Unit: Language Arts
Area: Speaking Skills

Objective: (35) The student demonstrates his ability to respond verbally in a meaningful way when an idea is presented to him.

Materials	Teaching Strategies
M & M's Stop watch	Teacher asks: "For the next minute, tell me all the things you can think of that belong in a grocery store (sports, school, toy, etc."). Reward with M & M's after minute is up. One M & M for each correct response. At another time: "Tell me all of the words you can think of when I say boy" (money, camp, clothes, etc.). Repeat reward procedure.

Additional Resources

Unit: Language Arts
Area: Speaking Skills

Objective: (36) The student can describe a series of events in proper sequence.

Materials	Teaching Strategies
Pictures of short story sequences, either commercial or cut from funnies, etc. Film strip.	Mix up each sequence. Have child put them in order and tell story. Show one frame. Ask what comes next. Turn frame to picture and see if the children have selected right frame - continue.

Additional Resources

Unit: Language Arts
Area: Speaking Skills

Objective: (37) The student describes personal experiences.

Materials	Teaching Strategies
Check sheet M & M's	Teacher can introduce a "Things I did" and "Things that happened to me" chart. A brief period of time can be taken for a student to tell the class either of the two subjects. At the end of the week, the youngsters are rewarded for having described some personal experiences.

Additional Resources

Unit: Language Arts
Area: Speaking Skills

Objective: (38) The student can examine a picture and draw inferences.

Materials	Teaching Strategies
Large action pictures showing a situation.	Teacher shows picture. Class discusses picture and describes the information available in picture. Teacher leads with some questions, such as "What is going to happen next?" or, "What has just happened before?" Class can act out the picture and explore the many possibilities for conclusions.

Additional Resources

Unit: Language Arts
Area: Speaking Skills

Objective: (39) The student can examine a picture and anticipate outcomes.

Materials	Teaching Strategies
Camera Film	Use the camera to take pictures of students role-playing certain situations. For example, two children involved in a fight over possession of object. The picture is taken at a crucial spot during the play (pref. inexpensive Polaroid Swinger is used for immediate reaction). The picture is discussed, students anticipate outcomes from the situation.
Movie projector with frame stop. Film	During the time a film is being shown, the film is stopped on a particular frame. Students anticipate outcomes, and the remainder of the movie provides immediate reinforcement.

Additional Resources

Unit: Language Arts
Area: Speaking Skills

Objective: (40) The student speaks with ease within the class.

Materials	Teaching Strategies
Pictures: a) Personal b) Objective The student's experiences Art supplies	You can have a "share time" in which each student tells about a special experience. Have a group discussion on a particular picture (never openly humiliate him in front of the class for a mistake). Finally, discover what each student's interest is and use it. Allow him to show pictures, play records, etc., to tell tne class. Have children use art methods to express himself and let him discuss it.

Additional Resources

Unit: Language Arts
Area: Reading Skills

Objective: (41) The student matches labels to pictured objects found in the home.

Materials	Teaching Strategies
Magazines Newspaper ads Labels of various objects found in home	Hold up label - television - allow child to hunt through magazine looking for television sets. Get several examples for comparison. Introduce brand names or hold up a picture of television and allow child to find a picture of it. Then work association to label, allowing child to go to a certain area and find the appropriate label, etc.
Bulletin board Pictures of objects found in the home Labels tacked up under each picture Tacks	As students find pictures of common objects at home and name them, the teacher makes a label. The student tacks the picture and label on the bulletin board. At various times, the students go to the board and point to pictures, naming them and then labeling and reading label. Progress to the point where game can be played. Remove labels and spread them out. Team picks label and decides which picture label goes with it. Progress to individual picking label and matching to picture.

Additional Resources

Unit: Language Arts
Area: Reading Skills

Objective: (42) The student matches labels to concrete objects found in the school.

Materials	Teaching Strategies
Labels of objects found in school, coded with child's name or a certain number.	Allow child to place label on objects, then check by using coded labels. Or, teacher could place labels correctly, or incorrectly, and allow child to survey room making the corrections. Count number of corrections.
Label on all objects	Teacher can have class recite the labels as the teacher or a student goes around the room and points to the label on the object. Periodically, the teacher collects all labels and then has class put the labels correctly with the corresponding picture.

Additional Resources

Unit: Language Arts
Area: Reading Skills

Objective: (43) The student matches labels to pictured objects found outside.

Materials	Teaching Strategies
Have pictures of: a car, a cat, a dog, a school, a stop sign.	Lay pictures in front of child. Hand him the labels. Have him place the correct label on each picture.
Pictures of objects found outside; labels to match.. Glue or paste.	Labels can be glued onto picture. When dry, label and part of picture can be cut off (for ease in matching). Students can point to the object and label and name it. Students can match pictures to labels. When time to check, student looks at picture and reads label.

Additional Resources

Unit: Language Arts
Area: Reading Skills

Objective: (44) The student matches cards to members in his class.

Materials	Teaching Strategies
Tag board for name cards	Place name cards on table. Each student will select a card, say the name and give it to student whose name appears on the card - and that student will be next, etc.
Individual name cards M & M's	Each day student can stand, hold up his name card and recite his name. Periodically name cards can be collected. Individual student can then match name card to individuals. M & M is received for each correct response. Teacher should keep track of individual's progress re the number correct.

Additional Resources

Unit: Language Arts
Area: Reading Skills

Objective: (45) The student matches labels to actions demonstrated to the class.

Materials	Teaching Strategies
Labels made by teacher	Teacher makes labels. Teacher seats children in a circle. Each child holds a label. One child stands in the middle of the circle and demonstrates an activity, such as: clap, hop, march, fall, sing, march, dance, walk, sit, stand, write, color, fall, pretend to play piano, run, read, jump, lie down, etc. The child who holds the label which is being demonstrated holds the label up. Teacher may choose to give points for correct response.

Additional Resources

Unit: Language Arts
Area: Reading Skills

Objective: (46) The student combines pictures to make simple sentences.

Materials	Teaching Strategies
Old magazines Old catalogs Scissors Paste (optional) Construction paper (optional)	Give child scissors and some old catalogs and magazines. Child cuts out pictures and fits them together to make a simple sentence. Teacher checks it. If correct, teacher gives her O.K. and child may paste sentence on construction paper. Ex: three pictures: boy - riding a bike - store; two pictures: rain falling - people at picnic; three pictures: girl - riding a bus - school.

Additional Resources

Unit: Language Arts
Area: Reading Skills

Objective: (47) The student reads two word sentences consisting of noun and action verb from experience charts consisting of picture sentences.

Materials	Teaching Strategies
Picture of boy fishing Kinds of fish	Bill fishes. Teacher asks the question words: who, when, where, why, how.
Experience chart	Teacher has pupils find one or two pictures. One picture showing a noun and an action. Two pictures, one showing a noun, one showing an action. Pictures are read. Words are printed on experience chart. Student reads aloud words with picture present, then words without pictures. Teacher numbers pictures and simple sentences. Repeat procedure, adding more sentences and pictures.

Additional Resources

Unit: Language Arts
Area: Reading Skills

Objective: (48) The student matches color names to colored objects.

Materials	Teaching Strategies
Color cut-out from magazines Tag board Felt marker	Cut out objects of various colors from magazines and paste on sheets of cardboard, each sheet containing cut-outs of the same color. Label rectangles of tag board with the colors you wish student to identify.

Additional Resources

Unit: Language Arts
Area: Reading Skills

Objective: (49) The student reads the color words.

Materials	Teaching Strategies
ag board elt tip marker	Label cards with the names of colors you wish child to respond to.

dditional Resources

Unit: Language Arts
Area: Reading Skills

Objective: (50) The student selects common word cards that begin with a given sound.

Materials	Teaching Strategies
Speech transparencies on specific sounds. Oak tag as word card. Initial sounds: M, N, P, T, K, B, D, G, F, H, W, Y, S, Sh, i, R, L, Ch, Th, V, Z.	Use speech transparencies on a specific sound which explains and shows how the sound is formed. Expect each child to practice the sound with the teacher. Also give the child a picture to remember the sound. Ex: "P" for pineapple. Using cards, expose the students to the sound. Provide a series of pictures that have that sound: Pipe, peach, pear, piano, etc. Have students name a series of pictures and pick out all that begin with that sound. Repeat with other initial sounds.

Additional Resources

Unit: Language Arts
Area: Reading Skills

Objective: (51) The student constructs short sentences about pictures and reads back the sentences as soon as they are recorded.

Materials	Teaching Strategies
Experience chart paper. Colored pictures of one object or one activity.	Present each picture, one at a time. Have the child say one thing about the picture. Record his sentence as said. Have child read it back. Have others read back that sentence. Repeat with other pictures.

Additional Resources

Unit: Language Arts
Area: Reading Skills

Objective: (52) The student reads word cards printed from the total vocabulary of a selected simple reading level book.

Materials	Teaching Strategies
Flash cards. List of words from a low level reading book.	The teacher makes flash cards, using word list from a low reading level book. The teacher first presents the words to the child by showing the flash cards, pronouncing the words and spelling the words. Then the teacher asks the child to read the words to her. A recheck of the child's ability to read these words is done periodically.
Language Master Language Master cards Individual envelopes for: "My words to learn" "My words I know"	Place on L. M. cards those words an individual misses. Provide place for storage of words to learn for individual. Provide time for him to work on L. M.; when he knows words, have him say them. Student should have no more than 10 words to learn at any time.

Additional Resources

Unit: Language Arts
Area: Reading Skills

Objective: (53) The student comfortably reads a selected simple class prepared book.

Materials	Teaching Strategies
Pictures Writing paper Experience chart	Have students collect pictures and make short story. Teacher writes story on experience chart as it is developed. When complete, teacher writes from experience chart onto paper and someone pastes pictures into book. Make a class book for individuals to read. Alternative could be pictures pasted to experience chart and book containing just words and decorations.

Additional Resources

Unit: Language Arts
Area: Reading Skills

Objective: (54) The student comfortably reads a selected simple reading level book.

Materials	Teaching Strategies
Chart listing in order of difficulty many common simple reading books - NOT TEXTS. Buttermut Bill Series Bucky Button Series M & M's	After all of the words are learned through various techniques, youngster reads book to teacher. To help get youngster into proper book, reward with M & M for each sentence or page read without mistakes. Child should read many books comfortably before progressing to more difficult (for him) books.

Additional Resources

Unit: Language Arts
Area: Writing Skills

Objective: (55) The student demonstrates his ability to use the correct position for writing.

Materials	Teaching Strategies
Chairs Desks Pencils (enough for each child)	Ask a child to: a) Demonstrate, without using words, how a person looks when he is sleeping. Generality - one lies down flat. b) Demonstrate how a person eats. Generality - sits at a table with feet on floor. c) Demonstrate how a person writes. Generality - sits at desk with pencil in hand. d) Talk about all the ways people sit at their desks and write, but still don't use good writing position. e) Discuss the ways you can help your writing position so that your writing will look its best. f) Have children show, by doing, how they would write their very best writing position.

Additional Resources

Unit: Language Arts
Area: Writing Skills

Objective: (56) The student demonstrates his ability to trace with a pencil, shaded letters, words and sentences.

Materials	Teaching Strategies
Worksheets with shaded letters (other than in pencil) Sheets contain: letters, letters and words, words and sentences. Pencils	Have student trace over the shaded work. The tracing should progress from gross letters to fine letters.

Additional Resources

Unit: Language Arts
Area: Writing Skills

Objective: (57) The student demonstrates his ability to move from left to right while writing.

Materials	Teaching Strategies
Cut up comic strips. Phonics Workbook A (Modern Curriculum Press) or Ditto sheet of letters Chalkboard Paper	Have the children put the strip in order, then show pictures. Child must find similar picture - movement left to right. Find the similar ones in the same row. Write a sentence on the board. Have child point to each word as he reads it. Have child begin to write letters by beginning on left hand side.
Paper with arrows with green dot on left and red dot on right - "GO" - "STOP"	Write a simple sentence and follow the arrow. As the child writes, observe to see if he is writing left to right.

Additional Resources

Unit: Language Arts
Area: Writing Skills

Objective: (58) The student demonstrates his ability to copy his name.

Materials	Teaching Strategies
Blackboard Chalk Eraser Paper Pencil	Take child to board. Have him close his eyes. Take his writing hand in yours and help him trace (by finger) his name on board. After practice, repeat using chalk and eventually release his hand and permit him to practice alone. Write his name on his paper. Have child return to seat and write his name on his paper.

Additional Resources

Unit: Language Arts
Area: Writing Skills

Objective: (59) The student demonstrates his ability to write in manuscript the letters: l, i, L, H, F, E, I, T, f.

Materials	Teaching Strategies
Primary paper or Learning to Print and Write Pencil Tablet (Mead Ed. Services)	These are straight, lined letters. Introduce l. Demonstrate on lined chalkboard one letter, saying it as it is written. Have student write the letter. Using a spacer, make another letter. Have students use spacer and make another. Repeat, making row of letters: l Repeat procedure for: i, L, H, F, E, I, T, f. Write simple words combined from these letters: Hit it - fill it. Use spacers. Show picture and have pupil write the letter that object begins with.

Additional Resources

Unit: Language Arts
Area: Writing Skills

Objective: (60) The student demonstrates his ability to write in manuscript the letters h, n, m, r, u, U.

Materials	Teaching Strategies
Worksheets where the child has to identify or discriminate between the letters h, n, m, r, U, u. Lined paper Scrap paper Examples of letters and spacing on blackboard or sample sheets for each child to have at his desk.	Most of these are rounded letters - clockwise. In order for each child to write these letters, he should know them and the sounds they make. Go over capital versus lower case letters. Some letters are tall and take up entire height of line [illegible], others half and others fall beneath line.
Writing our Language, Book 1 (Scott Foresman)	Repeat procedure as in Obj. 59.

Additional Resources

Unit: Language Arts
Area: Writing Skills

Objective: (61) The student demonstrates his ability to write in manuscript the letters D, P, B, [illegible], R.

Materials	Teaching Strategies
Writing our Language, Book 1 (Scott Foresman)	These are some of the rounded letters - clockwise. Repeat procedure as in Obj. 59.

Additional Resources

Unit: Language Arts
Area: Writing Skills

Objective: (62) The student demonstrates his ability to write in manuscript the letters O, o, C, c, a, d, g.

Materials	Teaching Strategies
Magazine pictures	These are rounded letters counter-clockwise. Student picks out shapes from magazine pictures which resemble the desired letters. He traces over the letters for practice in coordination necessary for forming those letters. Student then picks out examples of the letters from common everyday objects. Ex: door-knob resembles letter O. From a printed sheet, he must pick out desired letters and tr Student then writes words containing desired letters to demonstrate his ability to writ such letters.
Writing our Language, Book 1 (Scott Foresman)	Repeat procedure as in Obj. 59.

Additional Resources

Unit: Language Arts
Area: Writing Skills

Objective: (63) The student demonstrates his ability to write in manuscript the letters G, e, g, f, S, s, J, j.

Materials	Teaching Strategies
Writing our Language, Book 1 (Scott Foresman)	These are other rounded letters. Repeat procedure as in Obj. 59.

Additional Resources

Unit: Language Arts
Area: Writing Skills

Objective: (64) The student demonstrates his ability to write in mamuscript the letters X, x, V, v, W, w, y.

Materials	Teaching Strategies
Writing our Language, Book 1 (Scott Foresman)	These are slanted lined letters. Repeat as in Obj. 59.

Additional Resources

Unit: Language Arts
Area: Writing Skills

Objective: (65) The student demonstrates his ability to write in mamuscript the letters N, A, Z, z, K, k, M, Y, R, Q.

Materials	Teaching Strategies
Writing our Language, Book 1 (Scott Foresman)	These are assorted letters. Repeat procedure as in Obj. 59.

Additional Resources

Unit: Language Arts
Area: Writing Skills

Objective: (66) The student demonstrates his ability to use proper spacing between letters and words.

Materials	Teaching Strategies
Written sentences Paper Pencil	After an explanation and demonstration (if a beginner) on how to use two fingers for word spacing and not overlapping letters, the child will then copy sentences onto his paper.
Individual alphabet letter cards to make words and sentences. Paper Pencil	Arrange a simple sentence with all of the letters running together. Indicate the difficulty in reading sentence. Separate words with spaces. Indicate how much easier it is to read. Have student repeat procedure, writing on his paper, using spaces between letters and double spaces between words.

Additional Resources

Unit: Language Arts
Area: Writing Skills

Objective: (67) The student demonstrates his ability to copy words and sentences from his own paper.

Materials	Teaching Strategies
One paper with printed words on every other line. Pencil	Give paper to child and instruct him to copy the above words onto the blank line.

Additional Resources

Unit: Language Arts
Area: Writing Skills

Objective: (68) The student copies words and sentences from a separate sheet of paper.

Materials	Teaching Strategies
Paper with words and sentences lettered on it. Paper, pencil	Pupil copies prepared paper onto his paper. Pupil should take care in doing his paper just like the prepared paper - taking into account lines and spaces.

Additional Resources

Unit: Language Arts
Area: Writing Skills

Objective: (69) The student demonstrates his ability to copy words and sentences from experience charts and the blackboard.

Materials	Teaching Strategies
Chalkboard Large sheets of paper Pencils and paper	Daily write experience charts, drawing information from the students. Have students copy these charts onto his paper. Exercise should progress from one or two words per line, board and paper, to many words per line on board where judgment on paper is needed.

Additional Resources

Unit: Language Arts
Area: Related Reading

Objective: (70) Student works on a printed sheet left to right, top to bottom.

Materials	Teaching Strategies
Printed sheets of designs, objects, or words	The teacher asks the child to point to or say which design, object or word is on the left or right side and top or bottom position on a printed sheet. Have the student then proceed to place an X on each, going left to right, top to bottom.

Additional Resources

Unit: Language Arts
Area: Related Reading

Objective: (71) The student identifies the title of a book or story by pointing to the title.

Materials	Teaching Strategies
Labels of canned vegetables and fruits with the name of each prominently displayed. Candybar wrappers with clearly printed names. Books with easily seen titles.	Point out that all canned goods, candybars, etc., have names on the wrappers indicating what is inside. Point out that all books have names called titles. Have student look at some books and point to their title.

Additional Resources

Unit: Language Arts
Area: Related Reading

Objective: (72) The student demonstrates his ability to give attention to a task.

Materials	Teaching Strategies
Tasks appropriate to child Timer M & M's	For each youngster who is having difficulty, build time to task by rewarding M & M's, one per minute, to one per two minutes, etc., encouraging individual to stick to it. The timer can be used by setting timer at three minutes and having youngster work those full three minutes with immediate reward if successful.Move to earned free time-to praise.

Additional Resources

Unit: Language Arts
Area: Related Reading

Objective: (73) The student examines books whose contents are only pictures and tell the story of the book.

Materials	Teaching Strategies
Picture sequence cards Books with pictures only	Teacher and pupils work together on telling stories using the sequence cards. Shift the story telling to one built around the pictures in the book.

Additional Resources

Unit: Language Arts
Area: Related Reading

Objective: (74) The student demonstrates his ability to be interested in books.

Reference books Related magazines Bulletins Advertisements	Ask students to bring materials from home with which they are familiar and share with other students.

Additional Resources

Unit: Language Arts
Area: Related Reading

Objective: (75) The student demonstrates his ability to handle books properly.

Materials	Teaching Strategies
Book (on child's level)	Teach child: 1. How to hold book 2. How to turn paper 3. Where pages are numbered 4. How to read (from left to right) (top to bottom).

Additional Resources

Unit: Language Arts
Area: Related Reading

Objective: (76) The student dramatizes a story he has just heard.

Materials	Teaching Strategies
Old clothes Old shoes Odds and ends	Read a story the students enjoy. Suggest they act it out. Select individuals, making certain each has a job to perform. Make any object needed (i.e., bridge)
Paper bags crayons material large box	Have the students make a puppet of each person in the story. Cut a box for the purpose of a show and have them act out the story just read.
	Have the child silently act out a person in the story and let the children guess what person or animal he is acting out.
Name tag	Place the name of the person or animal on each child's back. Each gives each other a clue - must guess who they are.

Additional Resources

Unit: Language Arts
Area: Related Reading

Objective: (77) The student illustrates a story he has just heard.

Materials	Teaching Strategies
Storybook Puppets Any furniture needed	Have a small group of children read story. Work together in setting up a skit about the story in their own words, by using puppets they made or by acting it out themselves.
Short story - to be read in class. Drawing paper Pencil Crayons	Children listen to story. Children will draw pictures to illustrate the story and color them.

Additional Resources

MATH

LEVEL B

Numeration

The student:

1.	1.	when given the number words for the numbers zero to ten, orally reads and matches them with the numerals or structured groups.
2.	2.	when presented with an ordered arrangement of numerals 0-100, reads them on request from any starting point.
3.	3.	counts orally by 1's to 100.
4.	4.	plays the number trail game by connecting numbered dots to 100, from any starting point.
5.	5.	counts orally by 1's in short sequences from any starting point up to 100.
6.	6.	writes the numerals from 1 to 100 in a sequential order on an ordered set of pictures.
7.	7.	writes the numerals in sequence, forward or backward for small blocks of numbers up to 100.
8.	8.	states, selects, and writes the cardinal number of structured groups up to 100, (groups are combined for easier counting).
9.	9.	counts orally by 10's to 100.
10.	10.	counts by writing numbers by 10's from any starting point up to 100
11.	11.	orally counts by 10's from any starting point up to 100.
12.	12.	identifies what number comes immediately before or after a given number or between two numbers for numbers up to 100 with or without structured groups.
13.	13.	selects which of two or three numbers is greater, greatest, lesser, least, largest, smallest, for numbers up to 100.
14.	14.	places or between two numbers to indicate the greater or lesser; with or without structured groups to 100.
15.	15.	places an X on the object with the specified ordinal position to "tenth".

Place Value

The student:

16.	1.	writes the numeral which names a structured group of up to 100 objects as _____ tens and _____ ones.
17.	2.	selects a structured group to match a given number up to 99.
18.	3.	writes the digit which is in the 10's or 1's place as requested for a given number.
19.	4.	states the place value of a particular digit up to 99.
20.	5.	combines stated place value numbers to form the proper numeral with numbers up to 99.

Addition

The student:

21.	1.	writes the number of objects in each of two sets and the number of objects when put together with sums no greater than 12.
22.	2.	circles or fills in the correct numerals for pictured addition statements with sums no greater than 12.

23. 3. matches the symbols + and =, with the words plus and equal.
24. 4. circles the numerals which indicates the sums, and/or addends in number sentences.
25. 5. fills in numbers (missing sums and/or addends) to make true number sentences for pictured addition situations.
26. 6. finds the sums for addition statements with + signs.
27. 7. will select number combinations (N+N) for pictured groups or numerals no greater than 12.
28. 8. identifies true and not true addition statements by using = or ≠ signs with sums no greater than 12.
29. 9. corrects incorrect number sentences by changing only one number with sums no greater than 12.
30. 10. when given an addition equation with a sum no greater than 12, will write a second correct equation by changing the order thus illustrating the cumulative principle for addition.
31. 11. completes addition sentences with missing sums or addends, with sums no greater than 12.
32. 12. solves or completes one step word problems with pictures with sums no greater than 12.
33. 13. orally solves pictured addition problems using appropriate language to solve problem with sums no greater than 12.
34. 14. completes number problems to illustrate addition fact with sums up to 12.

Subtraction

The student:

35. 1. writes the number for the objects in a set and the number for the objects left when a subset is removed starting with a minuend no greater than 10.
36. 2. circles or fills in numerals for pictured subtraction statements having a minuend no greater than 10.
37. 3. orally uses the words minus and take away and uses the written symbol "-" in its correct place.
38. 4. circles the numerals which indicate the minuend, subtrahend, difference or remainder. M / S / D or R
39. 5. fills in numbers (missing minuend, subtrahend or difference) to make true number situations for pictured subtraction situations with minuend no greater than 10.
40. 6. finds the differences for subtraction statements using "-" sign and having minuend no greater than 10.
41. 7. will select number combination (N-N) for pictured groups or numerals with minuend no greater than 10.
42. 8. identifies true and not true subtraction statements by using = or ≠ signs with minuend no greater than 10.
43. 9. corrects incorrect number sentences by changing only one number with minuend no greater than 10.
44. 10. fills in the blanks showing (inverse operation N+Y=Y-X=N) that by taking a number and then adding a given number; taking that sum and subtracting the given number, it results in the original number. Sum of the first two no greater than 10.
45. 11. completes subtraction sentences with missing minuends, subtrahends, or differences having minuends no greater than 10.

46. 12. solves or completes one step word problems with pictures with minuend no greater than 10.
47. 13. orally solves pictured subtraction problems using appropriate language to solve problems with minuend no greater than 10.

Fractions

The student:

48. 1. divides an object into two or more equal parts.
49. 2. divides a set of objects into two or more equal subsets.
50. 3. identifies which objects or sets of objects are equal to "½".
51. 4. uses correctly and responds correctly to the terms "whole" and "one-half" in reference to objects or sets of objects.

Money

The student:

52. 1. recognizes the penny, nickel, and dime.
53. 2. matches coins with the numerical value using the word cent.
54. 3. recognizes the ¢ sign can be used for the word cent.
56. 5. finds the value for the penny and nickel using ¢ sign with sums no greater than 12¢.

Time

The student:

57. 1. reads the numerals orally from the face of a clock.
58. 2. writes the numerals 1-12 correctly on the face of a clock.
59. 3. identifies the correct interval as "before" and "after" when given the hour hand pointing between two numerals on a clock face.
60. 4. correctly uses orally the terms morning, noon, afternoon, night.
61. 5. correctly uses orally the words early and late in reference to the hour time on a clock.

Measurement

The student:

62. 1. effectively uses the terms: tall, short; tallest, shortest; long, short; longest, and shortest.
63. 2. recognizes the use of the ruler, yardstick, measuring cup and weighing scale.
64. 3. recognizes ruler divisions of inches and yardstick divisions as feet and inches.
65. 4. effectively uses the terms: empty, full; few, many; high, low; inside, outside; similar.
66. 5. identifies objects using the term dozen and one-half dozen.

Geometry

The student:

67. 1. identifies the figures circle, square, triangle, and rectangle.
68. 2. draws from memory a circle, square, triangle, and rectangle.

Special Topics

The student:

69. 1. gives orally his correct age, house number and phone number.
70. 2. gives orally with the aid of a calendar the daily day and date.

EXCEPTIONAL CHILD EDUCATION PROGRESS REPORT - MATH

LEVEL B

Pupil's Name _____ Birthdate _____

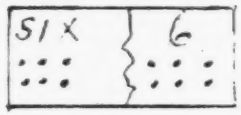
Date Completed _____ Teacher _____

Skill Area: Specific Objectives

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Numeration																*	*
Place Value						*	*	*	*	*	*	*	*	*	*	*	*
Addition															*	*	*
Subtraction														*	*	*	*
Fractions					*	*	*	*	*	*	*	*	*	*	*	*	*
Money						*	*	*	*	*	*	*	*	*	*	*	*
Time						*	*	*	*	*	*	*	*	*	*	*	*
Measurement						*	*	*	*	*	*	*	*	*	*	*	*
Geometry			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Special Topics			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Unit: Math
Area: Numeration

Objective (1): The student when given the number words for numbers zero to ten, orally reads and matches them with the numerals or structured groups.

Materials	Teaching Strategies
Construction paper in 10 assorted colors. Cards are cut 4"x6" or desired size and then a zigzag cut is made down the center. One side is the number word and corresponding number of symbols. Other side same number of symbols and the numeral.	Teacher is to mix the 20 pieces up. Child picks out one piece and finds the number word and finds corresponding number. To make task more difficult have a variety of zigzag cuts, use all one color paper, or erase symbols from one or both sides. 
Small wooden pegs of 10 assorted colors and construction paper. Construction paper of 10 assorted colors.	Pegs-Can use in 2 ways. Either group the assorted pegs into 10 groups, one group per number. e.g. 6: 6 green pegs fastened together with a rubber band. Or pegs can be grouped without being connected. Number words are printed on construction paper according to color of corresponding pegs. Teacher drills child by giving him a number word card and child to match it with the correct group.
Number words on individual cards zero-ten. Numbers 0-10 on individual cards. Pictures of structured groups on individual cards.	Student selects a word card, reads the word aloud, goes to number card pile and selects the correct number, proceeds to pile of pictured structured groups and selects correct set. Repeat procedure until has all number words, numbers and pictured sets matched up.
Number words zero to ten on individual cards. Numbers 0-10 on individual cards.	Teacher matches on board one number at time: word - number - set. After numbers zero to ten have been developed, teacher passes out cards to class words and numbers. A student holds up a card and says his number - the person with word card stands up and says his word. A set of that many children stand up. Repeat procedure.

Additional Resources

Unit: Math
Area: Numeration

Objective (2): The student when presented with an ordered arrangement of numerals 0 to 100, reads them on request from any starting point.

Materials	Teaching Strategies
Numbers 0 - 100 placed on tag boards. 0 - 10 11- 20 21- 30 etc. Numbers placed so that numbers will fall into proper column when placed one card under another. M & M's	Teacher has class read numbers orally after card has been placed on board 0 - 10. Teacher holds up 2nd card and reads it aloud. Place second card under 1st and have class read card. 11-20. Repeat procedure through 100. Take tag boards down, mix up, have student pick a card and orally read the numbers - then place on board. Reward for orally reading and reward for placing into proper sequence.
Construction paper or poster-board cut into strips. Each strip has an ordered arrangement of numerals from 0 - 100.	Strips are placed on table face down. Child picks up cards and reads the numerals.

Additional Resources

Unit: Math
Area: Numeration

Objective (3): The student counts orally by 1's to 100.

Materials	Teaching Strategies
Colored chips or some form of small tokens.	Game: Children seated in a circle. As each child counts, 1-100, each correct response is given a chip. Chips can be traded for rewards; or the children with the most chips might get a prize (cookie, etc.)
	Children sit in a circle or rows, so that they can orally respond in order. A person acting as leader will point to each person and that person will give orally the number that comes in sequence.

Additional Resources

Unit: Math
Area: Numeration

Objective (4): The student plays the number trail game by connecting numbered dots to 100, from any starting point.

Materials	Teaching Strategies
A pre-made ditto which, when dots are connected, will make a picture.	A numbered ditto sheet is given to each child. Directions are given to start with #1 and connect a straight line to #2, #3, etc. until #100 is reached. Some of the numbered dots are pre-connected, so the children will have to start the connections from a number of starting points. When picture is finished, children may color it.

Additional Resources

Unit: Math
Area: Numeration

Objective (5): The student counts orally by 1's in short sequences from any starting point to 100.

Materials	Teaching Strategies
Individual number cards 0-100 M & M's.	Class orally begins counting with the teacher from a number selected by teacher [illegible] 100. Repeat procedure starting at different places. Spread number cards face down. Have pupil pick up card and begin counting from that number. Reward if successful. Repeat.

Additional Resources

Unit: Math
Area: Numeration

Objective (6): The student writes the numerals from 1 to 100 in a sequential order on an ordered set of pictures.

Materials	Teaching Strategies
Sheets of acetate, projectachrome pens, damp paper towel. Assorted sequences of pictured objects on sheet of paper. Each set separated by heavy line. 12 stars, 13 moons, 14 trees, 15 cats, 16 pies. Arranged across paper.	Student takes a sheet of sequenced pictures and places an acetate sheet over top. Student counts number of objects and writes number on acetate sheet and repeats procedure. Student lifts the acetate sheet and reads sequence of numbers written on sheet. Damp paper towel will remove projectachrome writing.

Additional Resources

Unit: Math
Area: Numeration

Objective (7): The student writes the numerals in sequence forward or backwards for small blocks of numbers up to 100.

Materials	Teaching Strategies
Tag board number cards for 1-10, 11-20, etc. to 100. Individual number cards 0-100. Strips of paper with 10 number spaces on it.	Student draws a number from individual number cards. Student locates that number on proper sequence number card. Student writes those numbers on his strip of paper and circles his original number. Repeat procedure. Then have student draw a number - write it someplace on his strip of paper and fill in blanks going forward and backward.
Magic slates, chalk board, chalk.	Child has magic slate. Teacher introduces numerals 0-5, by writing them on chalkboard, and saying them. Teacher then asks child to repeat this procedure using his slate and naming the numerals also. Teacher repeats procedure increasing the amount of numerals in the sequence e.g. 0-10 and so on. Magic slate provides child with a form of entertainment while he learns to count. This approach not only teaches child to count orally but helps him visually and auditorally identify the numerals also. Teacher writes number on slate and student sequences the numbers that follow - Repeat.

Additional Resources

Unit: Math
Area: Numeration

Objective (8): The student states, selects and writes the cardinal number of structured groups up to 100. (groups are combined for easier counting)

Materials	Teaching Strategies
Individual number cards 0-100. Large quantity of popsicle sticks, rubber bands, pencil and paper.	The student is given a specific number of sticks example: 37 sticks consisting of 3 bundles of 10 each and 7 single ones. Student counts objects states answer 37 sticks. Sorts thru member cards finds 37, writes number down. Repeat procedure using other numbers.
Use pictures either cut from magazines or hand designed. The pictures represent numbers from 1 to 100, one picture for each number e.g. for number 5, five fingers; for number 15, picture of fifteen eyes and so on.	Introduce pictures to child starting with representative for 1, have removable numeral card on back of picture. Turns picture over to match his count with numeral on back. Then writes the numeral down on separate sheet of paper. After this procedure is repeated several times, remove numeral card from back of picture. Have child identify number of items in picture and write it down on separate sheet of paper. Items are grouped for easy counting.

Additional Resources

Unit: Math
Area: Numeration

Objective (9): The student counts orally by 10's to 100.

Materials	Teaching Strategies
Numerous popsicle sticks, rubber bands	Have students bundle sticks into bundles of 10 each. Have students set out a bundle of 10 _____ state number 10, add another bundle and state number 20, etc. Stop to count sticks to verify number. Repeat procedure until pattern is set. Starting from multiple of ten. Repeat procedure now starting with any given number. 23 - two bundles and three single. Add another bundle - state number 33 etc. Emphasize counting by tens.
Floor or sidewalk, chalk	Hopscotch game. Students go from section to section calling out the numbers as they jump. This can also teach them to count backwards by starting at the 100's section and going back to the 10 section.

Additional Resources

Unit: Math
Area: Numeration

Objective (10): The student counts by writing numbers by 10's from any starting point up to 100.

Materials	Teaching Strategies
Number chart 1-100, popsicle sticks, pencil and paper.	Teacher places out a set of popsicle sticks Ex. 35 (3 bundles and 5 singles). Student writes number 35. Teacher adds another bundle of ten, student writes number 45, teacher and pupil alternate adding bundle, writing number. Repeat procedure gradually removing the addition of bundles. Emphasize counting by tens.
Blackboard	Write the tens numbers on the board but not in order. Have the students at their seats arrange them sequentially and write the numbers down.

Additional Resources

Unit: Math
Area: Numeration

Objective (11): The student orally counts by 10's from any starting point up to 100.

Materials	Teaching Strategies
M & M's	Students sitting in a circle. Someone calls a number Ex. 27. Next in circle holds out ten fingers and says ten. Next person holds ten fingers out and says twenty - next holds seven fingers and says 27. Teacher emphasizes counting by 10's from that point on. Next youngster holds out 10 fingers and says 37 etc. Reward for correct responses. Repeat and reward for correct responses.

Additional Resources

Unit: Math
Area: Numeration

Objective (12): The student identifies what number comes immediately before or after a given number or between two numbers for numbers up to 100 with or without structured groups.

Materials	Teaching Strategies
Assorted pictures of structured groups. Assorted objects, individual number cards, blackboard, chalk.	Review of terms before, after and between. Using pictures of structured groups, assorted objects or number cards, teacher works on number after example. Teacher writes number on board and a _____. As student responds correctly number is written in. Repeat procedure for before. Repeat procedure for between. Repeat by alternating materials and position.

Additional Resources

Unit: Math
Area: Numeration

Objective (13): The student selects which of two or three numbers is greater, greatest, lesser, least, larger and smaller for numbers up to 100.

Materials	Teaching Strategies
Use discreet numbers on a number line, pencils, paper.	Put number line on each child's desk. Any number to the right of a number is greater. Any number to the left of a number is lesser. The farthest to the right is the greatest and the farthest left is the least number. Any number to right of a number is larger and to left of that number is smaller. Repeat using different number lines. Repeat by filling in a number line.

Additional Resources

Unit: Math
Area: Numeration

Objective (14): The student places < or > between two numbers to indicate the greater or lesser, with or without structured groups up to 100.

Materials	Teaching Strategies
Chalkboard	Teacher has students provide two numbers. Puts them on board. Teacher asks which number is greatest and writes greatest on board above number. Teacher asks which number is lesser and writes lesser on board above number. Teacher explains that to save writing time we can use a symbol shaped like an arrow head to show us greater and lesser. Teacher draws > on board. Teacher asks which end has greater opening. Teacher puts greater of two numbers next to greater opening and asks which end has lesser opening and places lesser of two numbers next to lesser opening. Repeat procedure.

Additional Resources

Unit: Math
Area: Numeration

Objective (15): The student places an X on the object with the specified ordinal position to "tenth".

Materials	Teaching Strategies
Flannel board, flannel numbers 1-10.	The teacher will order the numbers and ask which number is first, second, etc.
Pictures of ten men (cut from magazines) posted in a straight line on a long piece of white poster board. A funny shaped hat cut out of poster board and colored.	Discussions on ordinal positions incorporated into daily class work (who is first in line, second; who is sitting in the third chair; give me the fourth crayon). Practice in oral counting of objects in a line using ordinal position (first, second, etc.).Have student count the ten men according to ordinal positions. Ask student to place the hat on the men according to specific ordinal positions.
Pictures of ten objects (toys, animals etc) posted in a straight line on white poster board. Clear plastic overlay to fit poster board. Black crayon and cloth to wipe it off with.	Student is instructed to place on X (or other mark) on a certain ordinal numbered object. The mark can then be wiped off and others done or wiped off after all ten ordinal numbers are used.

Additional Resources

Unit: Math
Area: Place Value

Objective (16): The student writes the numeral which names a structured group of up to 100 objects as _____ tens and _____ ones.

Materials	Teaching Strategies
Abacus, paper, pencil	Provide experience in using an abacus (using beads as one object each and another color as a ten or ten objects). Review use of the abacus, what is ten, what a one is, how many ones in a ten, etc. Teacher forms different numerals with abacus and student says number that is formed. Teacher has student form certain number on abacus. Teacher represents numbers and student then writes them on his paper.

Additional Resources

Unit: Math
Area: Place Value

Objective (17): The student selects a structured group to match a given number up to 99.

Materials	Teaching Strategies
Mimeograph sheet with 1 side listing number and the other side showing bundles of 10 or parts of where the numbers match the bundles. 15 examples, pencil.	Present mimeograph sheet to the student explaining that the bundles represent 10.

Additional Resources

Unit: Math
Area: Place Value

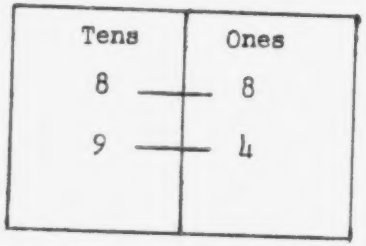
Objective (18): The student writes the digit which is in the 10's or 1's place as requested for a given number.

Materials	Teaching Strategies
Mimeograph sheet of 10 statements as: 24 means ____ tens and ____ ones.	After explanations of what numbers mean, present the mimeograph sheets to the child.
Counting sticks, rubber band, paper, pencil	Give the student the amount of sticks for a given number. Have him group as many as he can in 10's (writing down the number of groups of 10) and have him write the remaining number of sticks in the units column.

Additional Resources

Unit: Math
Area: Place Value

Objective (19): The student states the place value of a particular digit up to 99.

Materials	Teaching Strategies
No special materials needed	Places a drawing on the chalkboard - vertical lines separating two columns thus:  and explains the placing of the tens and ones in our number system. Following with a drill using the two digit numbers. ex. 88, 94.

Additional Resources

Unit: Math
Area: Place Value

Objective (20): The student combines stated place value numbers to form the proper numeral with numbers up to 99.

Materials	Teaching Strategies
No special materials needed	Teacher calls out two digit numbers and has class place the numbers in the proper column such as "44" etc. Student activity | Tens	Ones | | 4 | 4 |

Additional Resources

Unit: Math
Area: Addition

Objective (21): The student writes the number of objects on each of two sets and the number of objects when put together with sums no greater than 12.

Materials	Teaching Strategies
Blocks, pictures, checkers	Arrange articles from list into two groups, the totals of which will not exceed 12. Ex. Count 12 articles then arrange in following groups 6 and 6, 5 and 7, 4 and 8, 3 and 9, 2 and 10, 1 and 11, 0 and 12, (one at a time). Have students count orally, then write the numerical symbol for each of the two groups. Write the equation.

Additional Resources

Unit: Math
Area: Addition

Objective (22): The student circles or fills in the correct numerals for pictured addition statements with sums no greater than 12.

Materials	Teaching Strategies
Pictures of balls, dolls, etc. or any available pictures of objects which appeal to the students.	Arrange pictures in sequential order and divide into two groups. Color one group of articles red and one group green. The student counts each of two groups of pictures, and will be able to find the sum of the two groups.

Additional Resources

Unit: Math
Area: Addition

Objective (23): The student matches the symbols + and =, with the words plus and equal.

Materials	Teaching Strategies
Chalkboard, chalk, paper, pencil, pictures or blocks, checkers, etc.	Teacher will write the words plus and equal on the chalkboard and read with the students. Write an equation (three (plus) four (equal) seven). Re-write equation using symbols: 3 + 4 = 7 and read 3 and four are 7. On desks, pupils arrange 3 black checkers and 4 red checkers in a row. Orally, give the correct equation. Then write on paper using symbols for the spoken words.

Additional Resources

Unit: Math
Area: Addition

Objective (24): The student circles the numerals which indicate the sums, and/or addends in number sentences.

Materials	Teaching Strategies
A prepared worksheet of number sentences (equations)	From the worksheet, teacher will reproduce equations on chalkboard, pointing to each addends, having pupils call their names. Explain. All numerals which are added together are called addends. 3 is an addend; 2 is an addend; they are added together to get the sum of 5. Repeat procedure for sum, the answer you get when you add. Circle each addend on your paper. Draw a line under each sum on your paper.

Additional Resources

Unit: Math
Area: Addition

Objective (25): The student fills in numbers (missing sums and/or addends) to make true number sentences for pictured addition situations.

Materials	Teaching Strategies
A pre-prepared worksheet of addition equations (similar to preceding lesson) omitting either an addend or the sum of each equation. Counters such as beads, blocks, etc.	From worksheet, teacher will reproduce equations on chalkboard. After reviewing preceding lesson on meaning of addend and sum, teacher will instruct the pupils to fill in the correct addend or sum which is missing in each equation. Pupils use counters to help them calculate correctly.

Additional Resources

Unit: Math
Area: Addition

Objective (26): The student finds the sums for addition statements with + signs.

Materials	Teaching Strategies
Worksheets, pencils, blocks, beads, etc.	Student is given worksheet and directed to find the sums. Blocks, beads etc. are used to verify each problem.

Additional Resources

Unit: Math
Area: Addition

Objective (27): The student will select number combinations (N + M) for pictured groups or numerals no greater than 12.

Materials	Teaching Strategies
Blocks, or other assorted objects, pencil, paper	Students are given a specific number Ex. 7. Students take 7 objects and set them out. Students are to write down all of the number combinations they can discover using the 7 blocks. 7 + 0, 6 + 1, 5 + 2, 4 + 3, 3 + 4 etc. After checking all combinations, repeat procedure using a different number any up to 12.
Pictures of circles, squares, triangles, rectangles, etc.	Arrange (or draw) pictures in various subsets whose sums do not exceed 12. Arrange pictures into subsets whose sums do exceed 12. Students, by naming addends and sums will select those groups whose sums do not exceed 12.

Additional Resources

Unit: Math
Area: Addition

Objective (28): The student identifies true and not true addition statements by using the = or ≠ signs with sums no greater than 12.

Materials	Teaching Strategies
Worksheet of numerical equations whose sums are less than 12. Worksheets of pictured equations (geometric shapes) whose sums are less than 12. Counters such as blocks, beads, checkers etc.	Write on chalkboard the symbols = and ≠. Explain: If the equation is correct we use this sign which says EQUAL =. If the equation is not correct, we draw a mark through the equal sign ≠ to make it say is not equal (unequal). Under incorrect equations write correct equation. Have children use counters (if necessary) to make true equations on worksheet by writing = or ≠ in each one.

Additional Resources

Unit: Math
Area: Addition

Objective (29): The student corrects incorrect number sentences by changing only one number with sums no greater than 12.

Materials	Teaching Strategies
12 each: blocks, checkers or other counters. Worksheet of correct and incorrect addition equations whose sums are 12 or less. Worksheets should include 3 or 4 pictured equations. All worksheets should include addends and sums.	Using counters, students will determine the untrue statements and distinguish from true by using ≠. Students will rewrite untrue equations changing only one addend. Student will change = to ≠ and rewrite.

Additional Resources

Unit: Math
Area: Addition

Objective (30): The student when given an addition equation with a sum no greater than 12, will write a second correct equation by changing the order, thus illustrating the cumulative principal for addition.

Materials	Teaching Strategies
Worksheet, pencil, blocks, or other assorted objects, chalkboard.	Teacher writes first example of worksheet on board. Ex. 4 + 2 = 6. Teacher asks question. What will happen to our problem if we make it 2 + 4? Teacher writes problem under 4 + 2 = 6, and has student solve problem using concrete objects. Repeat for next few problems, checking answer with concrete objects. Have students write each order changed problem on worksheet under original problem. Have students repeat procedure independently for each remaining problem.

Additional Resources

Unit: Math
Area: Addition

Objective (31): The student completes addition sentences with missing sums or addends, with sums no greater than 12.

Materials	Teaching Strategies
Worksheet containing addition number sentences sums no greater than 12. Sentences will be assorted having a missing addend or missing sum. Pencil, assorted concrete objects.	Students will work out problems using concrete objects filling in missing number.

Additional Resources

Unit: Math
Area: Addition

Objective (32): The student solves or completes 1 step word problems with pictures with sums no greater than 12.

Materials	Teaching Strategies
Pencil, paper, pictures to coincide with simple word problems.	Teacher reads word problems and shows pictures. Teacher reads problems second time slowly while students transfer story into number sentence and solves problem. John bought three ice cream cones (show picture) and two popsicles at the store (show picture.) How many items did John buy. Repeat with other story problems.

Additional Resources

Unit: Math
Area: Addition

Objective (33): The student orally solves pictured addition problems using appropriate language to solve problems with sums no greater than 12.

Materials	Teaching Strategies
Assorted pictured addition problems. M & M's	Student takes a pictured addition story and orally reads problem and solves problem. Student is rewarded for each problem correctly responded to.

Additional Resources

Unit: Math
Area: Addition

Objective (34): The student completes number problems to illustrate addition facts with sums up to 12.

Materials	Teaching Strategies
Prepared worksheets with horisontal problems with sums no greater than 12.	After introducing the problem at chalkboard, have students come to board and work out problems. After being sure pupils understand procedure, pass out prepared sheets, while children work independently. Check around if work is accurate; answer any questions.

Additional Resources

Unit: Math
Area: Subtraction

Objective (35): The student writes the number for the objects in a set and the number for the objects left when a subset is removed starting with a minuend no greater than 10.

Materials	Teaching Strategies
Blocks, crayons, other assorted objects, pencil paper.	Teacher asks each person to set out a specific number of blocks. Each person writes that number down on his paper, teacher on board. Teacher asks each person to take away a certain number of blocks. Teacher writes take away and that number on the board. Students copy that down. Teacher asks how many blocks are left. Teacher writes leaves and that number on board. Students copy. Class reconstructs problem - checking their written responses.
Pennies, paper, pencil or blackboard and chalk	Number from 1-10. Count the 10 pennies. Take one penny away at a time. Child will count remaining pennies. Child will count pennies that are taken away each time. Child will write correct numeral for set and subset.
Worksheet of examples: A.))))) 3, 5, 4 B. 0 0 0 - 000 - 4, 3, 2 0 0 0	The teacher asks the student to circle the correct number to answer the problem, or write the numeral after the problem.

Additional Resources

Unit: Math
Area: Subtraction

Objective (36): The student circles or fills in numerals for pictured subtraction statements having a minuend no greater than 10.

Materials	Teaching Strategies
Worksheets containing pictured subtraction problems where minuend is no greater than 10. The number(s) to be taken away are circled; worksheets contain a choice of 4 numerals for answers. Some sheets contain one square for the correct numerals (remainder) to be written in.	Children count number of objects in square. Children will count the number of objects to be taken away (circled). Children will count numbers of remaining objects (not circled). Children will circle correct answer, (remainder) or write remainder in provided square.
Worksheet examples	The teacher asks the student to circle the correct numeral to answer the problem. (the space where the numerals are could be left blank and be filled in by the child).

Additional Resources

Unit: Math
Area: Subtraction

Objective (37): The student orally uses the words minus and take away and uses the symbol "-" in its correct place.

Materials	Teaching Strategies
Worksheet examples	The teacher asks the student to fill in the missing sign. (optional: 3 signs) 6 4 = 2 Student reads each problem, correctly using terms take away and minus.
Pennies, blocks or beads, paper and pencil, worksheet containing pictured problems	Count objects orally. Use minus and/or take away for circled objects or objects removed from set. Ex. 10 take away 2 is 8. Write down problem using correct numerals and sign "-", "=". Ex. 10 - 2 = 8. Read completed problem out loud using correct words minus and take away.

Additional Resources

Unit: Math
Area: Subtraction

Objective (38): The student circles the numerals which indicate minuend, subtrahend, difference or remainder.

Materials	Teaching Strategies
Worksheets containing pictured illustrations where the minuend, subtrahend, and remainder can be easily pointed out and named. Numerical problems are good for this. 10 M - 2 S 8 R	Students will orally name M, S, R on sheets or in problems. Students will circle different parts of problem as teacher calls them out.
Worksheet examples 8 Subtrahend -3 Difference 5 Minuend	The teacher asks the student to draw lines to connect the proper word with each numeral.

Additional Resources

Unit: Math
Area: Subtraction

Objective (39): The student fills in numbers (missing minuend, subtrahend or difference) to make a true number situation for pictured subtraction situations with minuend no greater than 10.

Materials	Teaching Strategies
Worksheet showing pictured subtraction stories with number problem containing missing M, S, R no greater than 10. Pencil	Children will supply the missing M,S, or R with the correct numeral.

Additional Resources

Unit: Math
Area: Subtraction

Objective (40): The student finds the differences for subtraction statements using "-" sign and having minuend no greater than 10.

Materials	Teaching Strategies
Worksheet	Subtraction is a regrouping process. In addition, you put groups together. In subtraction, you take group apart. 0 0 0 take away 1 3 1 from 3 is 2 -1 2 The "-" sign tells the child to subtract. He reads it by saying take away or subtract.
Worksheet examples with missing minuend and/or subtrahend.	The teacher asks the student to find the missing numerals and fill them in.

Additional Resources

Unit: Math
Area: Subtraction

Objective (41): The student will select number combinations (N-M) for pictured groups or numerals with minuend no greater than 10.

Materials	Teaching Strategies
Chalkboard, worksheet containing pictured groups and a place for writing subtraction combinations, pencil.	On board teacher will write a number, Ex. 6. Teacher will ask the students to name all of the subtraction statements you can have using the number 6. All seven possibilities should be solicited from the class 6-0, 6-1, 6-2, 6-3, 6-4, 6-5, 6-6. Repeat using other numbers. Reinforce using worksheet.

Additional Resources

Unit: Math
Area: Subtraction

Objective (42): The student identifies true and not true subtraction statements by using the = or ≠ signs with minuend no greater than 10.

Materials	Teaching Strategies
Blocks, Chalkboard	Teacher solicits correct subtraction problem from student. Teacher writes it on board. Solicits response from class if it is correct and true. Use blocks to verify. Repeat procedure. Teacher writes incorrect subtraction statement and asks class if it is correct. Use blocks to verify; introduce not equal sign ≠. Repeat procedure. Put subtraction statement on board leaving blank for = or ≠ sign. Have pupil come up, work problem with blocks and place proper sign in place. Repeat procedure.
	Start with extreme ends such as 10 - 1 = 9. Use objects such as money, blocks, etc. Count 1 to 1 ratio. Work toward more difficult equations. 7-3 ≠ 5.

Additional Resources

Unit: Math
Area: Subtraction

Objective (43): The student corrects incorrect number sentences by changing only one number with minuend no greater than 10.

Materials	Teaching Strategies
Worksheet, chalkboard, pencils, blocks	The teacher has class identify which subtraction statements are untrue on worksheet. On board write untrue statement. Work problem through showing how minuend can be changed to make statement correct - correct statement. Work problem through showing how subtrahend can be changed to correct statement - correct statement. Work problem through showing how remainder can be changed to correct statement - correct statement. Repeat procedure. Have student correct statement on board using blocks to verify. Have class correct statements on worksheet using blocks to verify.

Additional Resources

Unit: Math
Area: Subtraction

Objective (44): The student fills in the blanks showing (inverse operation N + X = Y-X = N) that by taking a number and then adding a given number, taking that sum and subtracting the given number results in the original number. Sum of first two no larger than 10.

Materials	Teaching Strategies
Worksheet	Student is given a series of problems with blanks to be filled in. After practice with this system the student is given the same problems without the clues (The first problem in each set). The problems are given in random order. If a student has difficulty, the process is repeated. Ex. $\begin{array}{r} 10 \\ -9 \\ \hline 1 \end{array}$ $\begin{array}{r} \\ -9 \\ \hline 1 \end{array}$ $\begin{array}{r} 10 \\ - \\ \hline 9 \end{array}$

Additional Resources

Unit: Math
Area: Subtraction

Objective (45): The student completes subtraction sentences with missing minuends, subtrahends and differences having minuends no greater than 10.

Materials	Teaching Strategies
Worksheet	The student is given the numbers written in words and numerals after reading the problems aloud. The student is instructed to fill in the blanks. After sufficient practice the problems are given in single lines without clues. Ex. Ten minus one equals nine 10 - 1 = 9 10 - ? = 9 10 - 1 = ?
Worksheet	Write incomplete subtraction sentences in the manner below: 8 - 3 = ? ? - 3 = 5

Additional Resources

Unit: Math
Area: Subtraction

Objective (46): The student solves or completes 1 step word problems with pictures with minuend no greater than 10.

Materials	Teaching Strategies
Sets of pictures of like objects, a large number line on which to place the objects.	Problem example: There were 4 (picture of objects) on the floor. Tom takes three. How many were left? Cars, etc. are arranged on large number line on floor.
Worksheet	Problems may be constructed in the following manner. John found six Easter eggs, and gave three to his sister. How many did he have left? Mary picked four oranges. Her brother gave her five more oranges. How many does she have now?

Additional Resources

Unit: Math
Area: Subtraction

Objective (47): The student orally solves pictured subtraction problems using appropriate language to solve problems with minuend no greater than 10.

Materials	Teaching Strategies
Sets of pictures of like objects, a large number line on which to place the objects.	Problem example: There were 4 (picture of object) on the table. Sue takes three. How many were left?
Blackboard or experience chart paper and felt-tip pen	Displaying problems before the class, explain to students that responses should be stated in the following manner with the minuend always first: (0 0 0 0) - (0 0) = ? Four minus two is two or four take away two is two.

Additional Resources

Unit: Math
Area: Fractions

Objective (48): The student divides an object into two or more eaual parts.

Materials	Teaching Strategies
Apple, orange, pie, cake	Students separate meaningful and familiar objects and materials into two or more equal parts. When the object has been cut in half, remove one half, and have remaining object cut in half; repeat, each time emphasizing "Divide into two equal parts".
Paper strips or 8½ x 11 sheets. Same as above. Pieces of wood, cloth, etc., money Plywood pies and pieces. Expanded 1" rule made from cardboard.	1. Fold a sheet of paper in half and cut on crease. Shows ½ concept. 2 parts are = there are 2= parts to one whole. Expand to other objects. 2. Fold paper into four = parts by using the previous halves. You now have 4 = parts = 1 whole and 4/4 = 1 whole and 2/4 = one half. 3. Use pie shape for further building of concepts. 4. Even numbers of objects, checkers, etc. Divide into two = sets.

Additional Resources

Unit: Math
Area: Fractions

Objective (49): The student divides a set of objects into two or more equal subsets.

Materials	Teaching Strategies
Pennies, candies, other materials, cookies, class.	1. Children group meaningful and familiar objects into equal groups. For example: given 10 objects, the student divides them into five groups of 2 each. Divide the class into 2 equal teams, 3 equal teams, etc. for games and class activities. Students assist in counting and dividing classroom materials to be distributed to the class members.
Sets of objects that are identical: 6 red blocks, 8 green marbles, etc. 2 or more tin cans. Slips of paper, pencil.	Student is given set of objects and two tin cans. Student is asked to divide the objects into two equal piles. After he has divided the objects, have him count the objects in one can and record his answer. Have him count the other can of objects and count the objects and record on second slip. Compare two slips - should contain same number and be equal. Repeat procedure using other sets of objects.
Piece of paper, glass of water and an empty glass, circle (paper), cookie, two napkins, four crayons, box of pencils, 6 sets of earrings, long stick, (easily broken). Candy for class.	1. Tear paper in half. 2. Pour half into another glass. 3. Divide the circle. 4. Half a cookie. 5. 1 napkin. 6. Two crayons. 7. Half the box (by 1 to 1). 8. Three sets of earrings. 9. Half stick. 10. Give me half. Have class watch as each finds ½ of their material and gives ½ to me. To show students the many ways ½ can be used. Continue until each student can select ½ of an object or a group of objects.

Additional Resources

Unit: Math
Area: Fractions

Objective (50): The student identifies which objects or sets of objects are equal to "½".

Materials	Teaching Strategies
Sets of objects using parquet blocks or colored card board circles or other objects that are identical. Set of cards each showing a set of identical patterns, 6 red circles or 4 green squares, etc.	Student is given a card with a set of objects pasted on it and that many of the concrete objects. Students are asked to show how many objects are equal to ½ of those shown on card. Repeat using other cards and objects.
Two sets each of assorted objects. Ex. 6 pencils, paper, pie, apple	Objects are set out around room. Example - 6 pencils are set out; below the 6 pencils a duplicate set is divided into halves or unequal piles. Pupils identify set as equal to half or not; repeat with other combinations of objects.

Additional Resources

Unit: Math
Area: Fractions

Objective (51): The student uses correctly and responds correctly to the terms "whole" and "one-half" in reference to objects or sets of objects.

Materials	Teaching Strategies
Assorted pictures of familiar objects.	Make colored fruits, vegetables and pictures out of construction paper and give to half of class. Stress each picture is a whole picture. Have students cut in half. Drop halves into a box. Draw. Fit two halves together to make a whole. These are partners for a game.
Assorted pictures of familiar objects. M & M's.	Set out assorted pictures; ask student to come up and get the picture of a whole apple, a half of an orange. Repeat by then giving to student a picture and having him respond with correct answer.
Various objects, apple, candy bar, etc. Make up work sheets. Work sheets.	Share ½ with a friend, or give one whole apple to friend. Repeat the word and have "whole" printed on card or blackboard. The same with "one-half", ½ . Worksheets with drills of ½ and 1 ex. circle the whole objects, circle ½ objects. Circle one whole set; circle ½ of set and make two subsets.

Additional Resources

Unit: Math
Area: Money

Objective (52): The student recognizes the penny, nickel, and dime.

Materials	Teaching Strategies
Pennies, nickels, dimes - 4 or five of each	Place all the coins in a container. Let each child close his eyes and take out a coin. If he can name it, he gets to hold it for the rest of the lesson. When all the coins are gone, let each child return them to the container as they name the coins again. You might give them an M & M for each coin correctly named and returned.
Penny, nickel, dime, and tray	Place coins on tray. Talk about them. Children then close their eyes and one child removes 1 coin from tray. Child who correctly names missing coin gets to remove a coin the next time.
Enough pennies, nickels, and dimes - for each class member. Large can, M & M's.	Have student pick up named coin and feel it, look at it. Have them feel it again with their eyes closed. Repeat with each coin. Have student take all three and feel them, then close eyes. When ready, have student come to front of room, close eyes reach into can and take out a coin. Without looking have student name coin; if correct, reward with M & M.

Additional Resources

Unit: Math
Area: Money

Objective (53): The student matches coins with numerical value using the word cent.

Materials	Teaching Strategies
20 pennies, 4 nickels and two dimes plus enough for a penny, nickel and dime for each in group.	Read words one cent from a penny. Write one cent on board, have class look for those words on pennies. Have individual come up to table and get one cent. Repeat using more than one penny. Ex. 8 cents (8 pennies) etc. Repeat procedure with nickel, five cents. Repeat using combinations of up to 1 nickel and five pennies get me 6 cents. Using word cents over and over. Look for words ten cents on dime, not there, but is worth ten cents. Have individuals get various amounts of money using combination of coins to get amount of cents asked for.
real or play money	One to one correspondence using pennies. Teacher tells student hold out 1¢, 3¢ etc. Introduce 5¢ with pennies and nickel. Build upon this by introducing each coin and its corresponding value to cents. Worksheets matching coins with the numerical value.

Additional Resources

Unit: Math
Area: Money

Objective (54): The student recognizes the quarter.

Materials	Teaching Strategies
Assorted number of pennies, nickels, dimes and quarters, bag.	Set coins out on table, call out coin and have student come up and pick that coin up. Reward with M & M's for correct response. Call out for quarter. Have class respond showing hands of people who know what a quarter is. Place penny, nickel, dime and quarter in bag. Ask youngster to reach in and take one coin and see if he can name it without looking at it; reward with M & M if correct.
Money, pennies, nickels and dimes and quarters.	Compare size of coins to others. Build concept of 25¢. Have mixed pile of money and have child separate it into coins or to pick out just the quarters. Set up a store and buy various articles between students.

Additional Resources

Unit: Math
Area: Money

Objective (55): The student recognizes the ¢ sign can be used for the word cent.

Materials	Teaching Strategies
Word cards with individual number one to ten, word card "cent" and word card "cents". Individual number cards numerals 1-10. Individual card ¢ sign. Assorted coins.	Have pupil hold up coin, have class respond using word cent or cents. Ex. Nickel, five cents place on board cards "five" "cents" place number "5" under word five and ¢ under word cents. Show that ¢ means cents. Have class repeat using various combinations of coins. Reward individual with M & M's for correct responses.

Additional Resources

Unit: Math
Area: Money

Objective (56): The student finds the value for the penny and nickel using the ¢ sign with sums no greater than 12¢.

Materials	Teaching Strategies
Toy money, pennies & nickels. Assorted objects with price tag on them value up to 12¢.	Have students buy assorted objects. Example, pencil, 5¢. Pupil pay with 5 pennies or nickel. When students have successfully bought one object have them buy two objects costing no more than 12¢
Worksheet showing in one column assorted objects with price tag, in another column combinations of objects and a blank with ¢ sign next to the objects.	Have student find the value of the combination of objects and write in the cost in the blanks.

Additional Resources

Unit: Math
Area: Time

Objective (57): The student reads the numerals orally from the face of a clock.

Materials	Teaching Strategies
A large colorful clock with only the short hand. The teacher might want to put the clock on the bulletin board for a display	The teacher moves the small hand, starting at 1. The children start counting as the hand is placed on each number. Do this rhythmically. Later, let a child move the hand as the group counts.
Flash cards 1-12, large clock	Child draws a flash card and names the numeral. He then finds the same numeral on the face of the clock and names it.
Large clock, with only hour hand	The teacher points the hour hand at a numeral and the student responds orally the correct number.

Additional Resources

Unit: Math
Area: Time

Objective (58): The student writes the numerals 1-12 correctly on a clock face.

Materials	Teaching Strategies
Dittoed sheet of clock faces, each clock having one number in its proper space and eleven blanks.	Have students write the numerals 1-12 across the top of paper. Have student go to first clock face and starting with given number fill in the rest of numbers. Repeat with each clock face. Last clock might consist of twelve blanks.
Flexible number line 1-12, circles size of the closed number line.	Have students count 1-12 on number line. Close number line into loop. Place over circle and move around until numbers appear in proper location; write numbers on clock face.
Duplicated clock faces with blank for number places, large clock or cardboard clock.	Call attention to the clock on the wall if you have one. If not, than a cardboard clock face. Discuss the first 12 numbers. Have student draw a clock face using a round object and place numbers on it using the steps as follows: First clock use 4 numerals for balance, 3, 6, 9 and 12. Second clock begin with 1 and 2 then 4 and 5 and complete to 12.
Large cardboard clock without numbers, felt pen, blank cards, thumb tacks.	Have student write number on card and thumb tack at proper location on cardboard clock.

Additional Resources

Unit: Math
Area: Time

Objective (59): The student identifies the correct interval as "before" and "after" when given the hour hand pointing between two numerals on a clock face.

Materials	Teaching Strategies
Large clock with moveable hour hand, number line 1-12.	Read numbers from number line. Ask for student to give number before or after called number. Review before and after. Go to clock, ask to call numbers before or after a given number. Have pupils point to space between two numbers. Have pupil point to space before or after a given number. EX. Set hour hand at space between 11 and 12 and have pupil tell that it's after 11 and before 12. Repeat procedure.

Additional Resources

Unit: Math
Area: Time

Objective (60): The student correctly uses orally the terms: morning, noon, afternoon and night.

Materials	Teaching Strategies
Experience chart, paper, and felt pen.	Children are to relate events that take place in the morning, record on morning experience chart. Repeat for each of noon, afternoon and night.
Assorted mounted pictures that show a particular time for the event. Ex. Boy getting up from bed, morning etc.	Hold picture up to class. Have pupil describe what event is taking place and what time of the day it is occurring. Repeat for each picture. Give a time of day and have pupil select a picture that is appropriate.

Additional Resources

Unit: Math
Area: Time

Objective (61): The student correctly uses orally the words early and late in reference to the hour time on a clock.

Materials	Teaching Strategies
Clock with hour hand	Pupil is told time story while looking at a clock with the hour hand set. Ex. Hour set before 2 o'clock. Story. The movie at the theater starts at 2 o'clock. If I were at the movie now would I be early or late for the starting of the movie? (Caution: Keep hour hand pointed enough before or after so that it doesn't look like it's on time.) After a number of experiences, have a pupil set the clock and make a story up.

Additional Resources

Unit: Math
Area: Measurement

Objective (62): The student effectively uses the terms: tall, short; tallest, shortest; long, short; longest, shortest.

Materials	Teaching Strategies
Chalk, board	Teacher draws a sufficient number of lines of varying lengths to illustrate tall, short; tallest, shortest; long, short; longest, shortest.
Assorted lengths of pieces of string, thumb tacks, tack board. Pictures of trees, buildings, people, (sticks, pencils, crayons.)	Hang two strings side by side with bottoms level. Discuss tall, short, comparing two. Have pupil pick a tall string. Repeat short. Hang many strings side by side with bottoms level. Discuss tallest, shortest. Have pupil come up and pick the tallest, shortest; repeat. Turn strings sideways. Repeat procedure for long, short. Repeat procedure for longest, shortest. Reinforce with following, for tall, tallest, short, shortest (for long, short, longest, shortest).

Additional Resources

Unit: Math
Area: Measurement

Objective (63): The student recognizes the use of the ruler, yardstick, measuring cup and weighing scale.

Materials	Teaching Strategies
Ruler, yardstick, measuring cup, weighing scale, assorted objects.	Place tools for measurement out on table. Ask student to get the object that is used to measure _____. Pupil selects best tool for measurement. After this selection, procedure reversed. Ask student to take a measuring tool and measure on object, telling class what he is using and what he is measuring.
Ruler, yardstick, measuring cup, scale	The teacher asks the student to measure his desk, height, a table, lines on the board, using first the ruler, then the yardstick. The student is weighed, a book can be weighed. Also, the measuring cup can be used to measure water.

Additional Resources

Unit: Math
Area: Measurement

Objective (64): The student recognizes ruler division of inches and yardstick divisions as feet.

Materials	Teaching Strategies
12" rulers, yardsticks, objects to measure with dimensions to whole inches and yard. 12" pieces of tag board, 36" pieces of tag board, pencils, blow up of ruler without division marks.	1. Present class with 12" pieces of tag board and an object to measure - call tag board ruler. 2. Give class rulers and ask to measure. Point out ruler is divided into 12 sections or inches. 3. Divide blow up into 12 sections.. 4. Have class with help of ruler divide tag board into 12 sections or rulers. 5. Have class measure objects with tagboard ruler and check answer with real ruler. Repeat procedure with yard stick.
Ruler, yardstick	The teacher asks the child to measure his height with the ruler and with the yardstick, also a table and a book.

Additional Resources

Unit: Math
Area: Measurement

Objective (65): The student effectively orally uses the terms: empty, full; few, many; high, low; inside, outside; similar.

Materials	Teaching Strategies
Glass, cup, milk carton, paper clips, articles and pictures placed around room, variety of assorted objects. M & M's.	Introduce pairs of words one pair at a time using concrete objects. "Bring me a cup full of water". "Bring me an empty bottle" etc. Have pupils give directions using the paired words. Repeat for few and many. Repeat for high and low, inside and outside, similar. As words are developed, use the terms consciously through the day. Pay with M & M's as pupil properly uses term. Ex: May I use a few pieces of paper. May I get that book off the low shelf. May I use that pencil similar to your blue pencil.
Cup, glass, water, crayons, paper clips, box, bag, chair, table, coat, sweater.	The teacher asks the student to identify empty, full, using cup, glass, water. The teacher, using crayons, and clips asks the student to identify few and many. The cup and glass can be used for inside, outside and similar. The chair seat and the table top can be used for high, low. Also compare heights of students.

Additional Resources

Unit: Math
Area: Measurement

Objective (66): The student identifies objects using the terms dozen and one half dozen.

Materials	Teaching Strategies
12 Pennies, overhead projector. Egg carton	Begin by asking children, "If you were sent for 1 dozen cookies, how many would you get?" PLace 12 pennies on overhead. Ask children the number of coins shown on screen. Ask children what another name for 12 is. Place twelve objects into egg carton. Ask children what other items are bought by dozen.
Egg cartons, crayons, clips	The teacher asks the student to count out a dozen, then a half dozen each of the clips, and the crayons. The teacher asks the student to point and tell how many eggs fit in a half carton and a whole carton in terms of dozen and half dozen.

Additional Resources

Unit: Math
Area: Geometry

Objective (67): The student identifies the figures circle, square, triangle, rectangle

Materials	Teaching Strategies
Assorted sizes, cardboard circles, squares, triangles, rectangles. Chalk and blackboard, pencil, paper, classroom.	Teacher draws a circle on the board. Have pupils sky draw the circle. Mention that some drew big circles (show) and some drew small circles (show). Have individuals come up and get a cardboard circle. Have pupils draw a circle on paper. Discuss drawings. Repeat procedure with square, triangle and rectangle. After this has been done ask individual to locate in the room a circle, square, triangle, or rectangle. As objects are pointed out, have the name repeated. Ex: End of pencil sharpener circle "circle". Window - rectangle, Rectangle.
Cardboard circle, square, triangle, and rectangle. Pictures of geometric shapes, pencil, paper, chalk, board, yardstick.	The teacher draws geometric shapes on board, identifying as she draws. The teacher then asks the student to identify the cardboard shapes, then the pictures of the geometric shapes.

Additional Resources

Unit: Math
Area: Geometry

Objective (68): The student draws from memory a circle, square, triangle, and rectangle.

Materials	Teaching Strategies
Pencil, paper	The teacher asks the student to draw the shapes of a circle, square, triangle, and rectangle.

Additional Resources

Unit: Math
Area: Special Topics

Objective (69): The student gives orally his correct age, house number, and phone number.

Materials	Teaching Strategies
List of all the ages, addresses and phone numbers of students.	The teacher asks the student to tell her his age, address and phone number. She checks her list to be sure the child is correct.

Additional Resources

Unit: Math
Area: Special Topics

Objective (70): The student can orally give with the aid of the calendar the daily day and date.

Materials	Teaching Strategies
Teaching calendar with removeable days, months and dates.	Each day the class gives the month. Ex. April. The word April is removed by a member of the class and the word is said in unison. This is repeated with the day. Ex. Tuesday, and this is repeated by saying the date. Ex. 13th. The number 13 is added to the class calendar. Repeat with year, Ex. 1971. It is said by someone. Today is Tuesday, April 13, 1971.
Calendar, pencil, paper, chalk, board list of holidays.	The teacher gives the child a yearly calendar, calls out the holidays or provides the child with a list, while the child finds and records the day and date on paper or board.

Additional Resources

Social Studies

Level B

Self

The student:

1.	1.	can say his full name, age, and give his important physical size information.
2.	2.	can identify his sex as boy or girl.
3.	3.	can name two things that he can do well.
4.	4.	can name some tasks that are too easy for him to do.
5.	5.	can name some tasks that are too difficult for him to do.
6.	6.	can identify tasks that can be done if he receives help from others.
7.	7.	can name the kind of assistance he needs performing various tasks.
8.	8.	can identify the person to ask for assistance when a situation warrants it.
9.	9.	can identify those TV and radio programs he prefers to watch and listen to.
10.	10.	can identify some toys and games he prefers to play with.
11.	11.	can demonstrate his ability to independently work at a task.
12.	12.	demonstrates his ability to keep himself neat and clean.
13.	13.	demonstrates his ability to properly take care of his clothing.
14.	14.	demonstrates his ability to appropriately use silverware and napkins while eating.
15.	15.	demonstrates his ability to appropriately use his personal possessions.
16.	16.	identifies and describes two kinds of socially unacceptable behavior.
17.	17.	can name his personal talents, abilities, and handicaps.
18.	18.	can describe his general state of feeling.
19.	19.	can name people, events and things in the environment which cause him to respond with an emotion.
20.	20.	can act out the appropriate emotional response in a variety of situations.
21.	21.	can describe what he should do when he is afraid or happy.
22.	22.	can describe what he should do when he feels like getting angry or sad.
23.	23.	can name some reasons for general likes and dislikes.
24.	24.	can recognize and name the emotional responses of other people.

Family

The student:

25.	1.	can identify the immediate family in his household.
26.	2.	can identify relatives that visit or are visited.
27.	3.	can describe the kind of house he lives in.
28.	4.	can name four kinds of houses people live in.
29.	5.	can name two kinds of materials used to build houses with.
30.	6.	can describe the purposes of each room in a house.
31.	7.	can name the kinds of furnishings found in each room in a house.
32.	8.	can name two ways of living happily with other people in the home.
33.	9.	can name five duties mothers perform in the home.
34.	10.	can name two duties fathers perform in the home.
35.	11.	can name three duties children perform in the home.
36.	12.	can give two reasons for the need of manners in the home.
37.	13.	can name four tasks needed to care and maintain the inside of the home.
38.	14.	can name four tasks needed to care and maintain the outside of the home.
39.	15.	can name four things that can be added to the outside of one's home to make it more attractive.

40. 16. can name the sources of money coming into the home.
41. 17. can name five expenditures of money for the home and family.
42. 18. can name two ways the family can have fun at home.
43. 19. can name two ways the family can have fun away from home.

School

The student:

44. 1. can describe the physical characteristics of his school building.
45. 2. can describe the physical characteristics of some of the rooms found in school.
46. 3. names at least one activity associated with each of the various places in his school.
47. 4. demonstrates his ability to properly perform during a fire drill.
48. 5. demonstrates his ability to pleasantly greet school visitors.
49. 6. names at least one thing he can do to help school personnel do their jobs more effectively.
50. 7. can name four ways of living happily with others in school.
51. 8. can identify authority figures.
52. 9. names at least one job associated with some of the school personnel.
53. 10. can identify the proper person to go to for help with a particular problem.
54. 11. demonstrates his ability to conduct himself in a manner acceptable to school personnel.
55. 12. demonstrates his ability to pleasantly wait for his turn.
56. 13. can demonstrate the use of good manners.
57. 14. can demonstrate his ability to share with others.
58. 15. can explain ways he can help others when appropriate to help.
59. 16. can demonstrate his ability to accept from others graciously.
60. 17. demonstrates his ability to obey rules necessarily imposed by the school.
61. 18. can describe how a student should act towards teachers.
62. 19. demonstrates his ability to respect the rights of others.
63. 20. can demonstrate his ability to give in when the situation demands it.

Neighborhood

The student:

64. 1. can draw a simple map of his neighborhood locating important buildings.
65. 2. names his neighbors.
66. 3. names the children with whom he plays in the neighborhood.
67. 4. names other people found in the neighborhood.
68. 5. can name some possessions that belong to his neighbors.
69. 6. can identify the traffic signs found in the neighborhood.
70. 7. can identify people who come into our neighborhood to do things for us.
71. 8. can name two reasons for respecting public property.
72. 9. can name two reasons for respecting private property.
73. 10. can conform to the customs of his environment.
74. 11. can demonstrate his ability to properly behave in his neighborhood.
75. 12. can demonstrate his ability to adjust his behaviour to fit the situation.

City - County

The student:

76. 1. can name the city and county he lives in.
77. 2. can locate on a map where his city-county is located.
78. 3. can name some of the interesting places to visit in his city-county.
79. 4. can name some of the activities associated with places and buildings found in the city-county.
80. 5. can name the services provided us in our city-county.

Nation

The student:

81. 1. can explain the meaning of some of our major holidays.
82. 2. can identify the president.
83. 3. can identify some of our past presidents.
84. 4. demonstrates his ability to say the Pledge of Allegiance in the proper manner.
85. 5. can name two sources of information pertaining to events in the nation.

Vocational Orientation

The student:

86. 1. recognizes some of the requirements for certain jobs.
87. 2. carries out routine assignments following a schedule.
88. 3. can give two tasks performed for each of a number of common jobs.
89. 4. can name ten different occupations.

EXCEPTIONAL CHILD EDUCATION PROGRESS REPORT - SOCIAL STUDIES

LEVEL B

Pupil's Name _____ **Birthdate** _____

Skill Area

Specific Objectives

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Self																								
Family																				*	*	*	*	*
School																					*	*	*	*
Neighborhood													*	*	*	*	*	*	*	*	*	*	*	*
City-County						*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Nation						*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Vocational Orientation					*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Unit: Social Studies
Area: Self

Objective (1): The student can say his full name, age, and give his important physical size information.

Materials	Teaching Strategies
Mirror. Picture of child. Large numbers on chart or wall or counters (i.e. blocks, etc.). Pictures of children of different ages. Pictures of people with different color hair, eyes, skin. Have (or take children to the clinic) a scale for weight and height. Make large charts.	Have child look at himself in the mirror. Ask "Who is that?" Same question, ask child "How old are you?" Talk about how old the children in the pictures are. Ask "Which one looks like your age?" "How old is that?" Talk about differences in colors. Ask "Which hair (eyes, skin) are like yours?" "What color is that?" Show child his weight and height. Record on chart and compare with data on other children. Discuss which one is shortest, tallest, heaviest, etc. Ask "How tall are you?" "How much do you weigh?"
Pictures of dogs, cats, other pets. Pictures of boys, girls. Pictures of family groups. School registration form and other forms where middle name also used (e.g. birth certificate). Birth announcements, baby books, scales, wall chart for measuring height, tape measure, yard stick,etc.	Tell his own pet's name. Give names to pets in pictures. Tell his first name, sister's name, brother's name; his last name, the family name. Give name to family in picture, then names to each member. Most people have middle name. Show forms where full name is shown or requested. Birth certificate showing when born, age figured from birth date. Weight shown on birth announcement and in baby book. Use scales for comparing some object's weight to baby's weight. Also for his present weight. Measure height on chart to show baby's height. Also his present height.

Additional Resources

Unit: Social Studies
Area: Self

Objective (2): The student can identify his sex as boy or girl.

Materials	Teaching Strategies
Pictures of boys. Pictures of girls. Children in class.	1. Have child identify sex of each picture (give child 4 or 5 pictures). Have child stand, show picture to class and identify. 2. Have child identify self by oral identification. "I am a _____."
Pictures of boys or girls cut out of magazines. Take pictures and place correctly around the neck of the person the picture corresponds by sex.	Have student place the symbol in two piles placing correctly. Give visible characteristic that students may not have mentioned such as: stocking, perfume, tie, pants. Difference in clothes different sex wear.

Additional Resources

Unit: Social Studies
Area: Self

Objective (3): The student can name two things that he can do well.

Materials	Teaching Strategies
No special materials needed.	Start a class discussion about games that they play and who do they think can do these things best, i.e., run the fastest, catch a ball the best etc. Move the discussion from "class centered" to the more personal by what things does each pupil think that he personally excels in.
	Display well done classroom assignment on bulletin board to illustrate the difference between work that is poorly done. Lead class discussion to establish that each person should do his best in any endeavor, e. g., sports, school work, etc.

Additional Resources

Unit: Social Studies
Area: Self

Objective (4): The student can name some tasks that are too easy for him to do.

Materials	Teaching Strategies
Chalkboard. Chalk	Students discuss new topic, i. e. health: keeping clean. Teacher lists necessary areas in keeping clean. Student volunteers role-play the jobs. Students explain: 1. This my mother used to help me with. This I now do alone. 2. This I always could do. Now my younger sibling does it.
	Setting up an occasion (scene) for an appropriate correct response. Work easy enough that it 1. elicits a correct response 2. strengthens a correct response. Arranging learning tasks so as to promote a sequence of successes. (serves as a positive reinforcement.)

Additional Resources

Unit: Social Studies

Area: Self

Objective (5): The student can name some tasks that are too difficult for him to do.

Materials	Teaching Strategies
Simple, every-day objects which require some manipulation, such as button-type clothing, zippered clothing, play telephone, measuring spoons and cups, can opener, toothpaste tube, brush, etc.	(Be careful here. Limits exist, but are not necessarily permanent and should be seen as skills to be mastered - if necessary and physically possible). Give child opportunity to handle objects (accompanying with discussion of reason for doing), one at a time. Start with simplest first. Gradually introduce more complex ones. Have children express whether task is easy or not so easy. If the latter, have children help each other (teacher also) until progress is made. Keep task record, child beating his own record.
Heavy table. ceiling lights. cleaning rags, teacher's car.	Ask the class what can't they do and why can't they do the things they have named. Show the class the table. Ask if anyone can move it across the room. Let each child that thinks he can move it across the room try to. Ask why the children can't move the table. Ask if they will ever be able to move it. Point to the ceiling lights and show the cleaning rags. Ask who can clean the lights for you. Let the children attempt to clean the light. Do not let them climb on the furniture. Ask why the children can't clean the lights. Ask if children will ever be able to clean lights.
Take children out to a parked car.	Ask if any of the children (primary age) can drive a car. Let those who say yes sit in the driver's seat. Point out to the other children that their feet don't reach the pedals. Ask why he can't drive. Ask if child will ever be able to drive. Ask what else can't you do now that you will be able to do when you are grown.

Additional Resources

Unit: Social Studies
Area: Self

Objective (6): The student can identify tasks that can be done if he receives help from others.

Materials	Teaching Strategies
Clay, construction papers of various colors, paints or crayons.	1. Make a tabletop scene of an Indian village, cave dwellings or any place of common interest. 2. Give each person a portion of the village to do individually. 3. Hold a discussion as a group to decide what they want their village to look like. 4. Have the group assemble the village.
Experience chart, or blackboard. Some audiovisual equipment that requires one or more people to handle or operate.	1. Discuss need for being helpful.. 2. Set up experience chart with rules to be used when helping another person. 3. Set up a role-playing situation with students where practical application of the rules are employed.

Additional Resources

Unit: Social Studies
Area: Self

Objective (7): The student can name the kind of assistance he needs performing various tasks.

Materials	Teaching Strategies
Sponges, soap, comet, etc.	When asked to help in clean-up chores, the child will be able to tell what materials are needed for him to complete the clean-up. (Such as sponges, soap, comet, wet and dry paper towels, etc.
Paper with certain task, job application form.	1. Name assistance orally he will need to certain tasks. 2. Given an application form for a job, the student will name the information needed and where he can get it.

Additional Resources

Unit: Social Studies
Area: Self

Objective (8): The student can identify the person to ask for assistance when a situation warrants it.

Materials	Teaching Strategies
Pictures of police in uniform, school patrol, swimming lifeguards etc. may be used.	Combine this lesson with one on "community helpers" or as a follow up. Such "helpers" as policemen, life guards, school patrol etc. are also people to ask for assistance.
Two toy automobiles, other toys such as doctor, nurse, policeman, etc.	Have two automobiles set up to simulate an accident at an intersection; the child learns whom to call for assistance in this and similar incidents likely to occur in his daily activities.

Additional Resources

Unit: Social Studies
Area: Self

Objective (9): The student can identify those TV and radio programs he prefers to watch and listen to.

Materials	Teaching Strategies
Pictures of TV or radio characters: cartoon, Lassie, Spider Man, Sesame Street, etc.	Ask "Which of these programs do you like or listen to?"
TV Guide or other TV schedules.	Pick out favorite programs and read the annotations. Keep a chart on what we watch and discuss the annotation after viewing.

Additional Resources

Unit: Social Studies
Area: Self

Objective (10): The student can identify some toys and games he prefers to play with.

Materials	Teaching Strategies
Toy box with several different types of toys, eg: car, doll, ball, top, yo-yo, airplane, truck, crayons, yarn.	Student selects favorite toy from toy box and tells teacher about it, naming toy. Teacher holds toy and student returns with another and another.
Game closet, eg: table hockey, bingo, lotto, coloring books, marbles, jacks.	Student selects favorite game and tells teacher about it, naming game. Teacher holds game and student selects another game and tells teacher about it.
Assorted games and toys (these are dependent on age and maturity level).	The student is given free time during which he may choose between the assortment of toys and games. He should then be asked "What he is playing with?" or "What game are you playing?"

Additional Resources

Unit: Social Studies
Area: Self

Objective (11): The student can demonstrate his ability to independently work at a task.

Materials	Teaching Strategies
Games (types that may be played by one person).	Instruct student how to play the game. The more he knows about the subject the more interest he will have to complete his task. This may lead to a transfer to other interests away from games to other subjects.
Poster board with tasks indicated; hands made from construction paper.	The teacher may put up a helping hands chart with jobs listed; opposite jobs, the student hands are placed on a rotating basis. The job is checked daily by the teacher. The student does the job without being told.

Additional Resources

Unit: Social Studies
Area: Self

Objective (12): The student demonstrates his ability to keep himself neat and clean.

Materials	Teaching Strategies
Health card (teacher made). Items - self. 1. hair combed 2. hands clean 3. face, neck and ears clean. 4. finger nails clean. clothes. 1. clean shirt or dress 2. clean trousers or slacks. 3. clean socks. 4. shoes shined or clean sneakers. 5. belts, buttons, zippers fastened. posture. 1. sits erect (natural) 2. walks without scuffing. 3. shoulders back.	Teacher sets aside a few minutes each morning to have student leaders check health chart for all students in class. Some discussion among students regarding appearance, neatness and cleanliness. Keep individual charts to record daily health habits, e.g. brushing teeth, bathing, neat hair, clean clothes, etc.

Additional Resources

Unit: Social Studies
Area: Self

Objective (13): The student demonstrates his ability to properly take care of his clothing.

Materials	Teaching Strategies
Assorted clothing, either the child's or provided by the teacher.	Use teacher demonstration to show how to hang and fold clothes properly. Then have students do this individually helping each with problems. Teacher can stress care of clothing while clothes are being worn, possibly including value of clothes.
An experience chart developed by students on "Clothes and Their Proper Care".	The chart should include washing, cleaning, school clothes, play clothes, "Sunday go to meeting clothes", proper storage and why. Shoes, sneakers, etc. should be included, (one or more charts if necessary). After the experience chart, a check list can be developed by the students. Keep the list simple and include exterior garments and shoes only. Rating can be set up on a scale from poor to excellent on an individual basis with a daily A.M. check with students doing the rating. An overall check list for the class will point out areas to be stressed. The class can be given a daily rating along with the students. A supply of check sheets should be available (check list should be updated to include more items as time goes on) so that each student can take one home; parents can do the rating at home. Keep lists from week to week - can be used as a record of progress.

Additional Resources

Unit: Social Studies
Area: Self

Objective (14): The student demonstrates his ability to appropriately use silverware and napkins while eating.

Materials	Teaching Strategies
Placemat, silverware, knife, fork, spoon, napkin, table.	Have the students make placemat and have pockets made to place the silverware in. Have them set the place at a take and pretend; then have the students have a party which would involve manners; point out to the children when to use the proper utensils and why.
Filmstrip; text: Lessons in Living.	Teacher demonstrates correct eating procedures with students seated at the table with her. Teacher shows incorrect ways, while students watch the teacher and orally correct her. Then, have students practice and correct each other. Reinforce during meal preparation sessions when students prepare and serve a meal for guests.

Additional Resources

Unit: Social Studies
Area: Self

Objective (15): The student demonstrates his ability to appropriately use his personal possessions.

Materials	Teaching Strategies
Money, letters to go home, clothing, paint, paper, magazine.	1. Have the class work on bulletin board, using pictures (hand painted) or cut out, which will establish standards for handling personal possessions in the classroom, e. g., lunch money, letters and bulletins to go home, clothing. At the end of each week have the class vote on the child who has displayed responsible behavior. Reward this child by giving him obligations in the classroom, e. g., taking notices to offices, line leader. 2. Have the children pick out one job they would like to have in the classroom. Reward them by how well they carry out duties.
	Teach a lesson on how ownership comes about and the value of possessions. If an item is worth owning it is worth proper care. Possessions should be handled in two ways: 1. properly used 2. properly cared for.
	What are the best personal possessions that my students have and how can I best bring them out.

Additional Resources

Unit: Social Studies
Area: Self

Objective (16): The student identifies and describes two kinds of socially unacceptable behavior.

Materials	Teaching Strategies
Class of peers. Chalkboard, chalk.	1st day of school. List on board: 1. type of class 2. what kinds of behavior are exhibited by "students" in said class. 3. what kinds of behavior would not be exhibited by "students".
	Class presented case for discussion. Office setting: Client seated in office waiting for an appointment. Typist enters office late. Ignores client. Addresses fellow employee by relating personal experiences loudly and in an uncouth manner. Discussion. Role playing: Scene played by students as it should be.
1. Magazine pictures of people engaged in conversation, going in halls, talking to one another, etc. 2. Paper and pencil.	1. Have students discuss the pictures in regard to what they would do in the particular situation the picture shows. 2. After discussion, on a piece of paper have children list behavior that we have discussed (be sure to place necessary vocabulary on board). 3. Next, through review questions, have them list two types of unacceptable behavior they have discovered through discussion of the various pictures.

Additional Resources

Unit: Social Studies

Area: Self

Objective (17): The student can name his personal talents, abilities and handicaps.

Materials	Teaching Strategies
Asking children to name talents, showing pictures, showing films, discussion sessions.	How many talents does each student have. What are they? Dramatize their own talents. Naming their parents' talents. Comparing their talents with those of their parents and peers.
Work with the child on a one to one basis. Then proceed to group therapy.	Present the child with necessary pieces of a small community. Encourage him to build a community with all its working units and place himself as a working part of it. This would be done on a one to one basis. Then with a small group of children encourage role-playing and place the subject mentioned above in his chosen role in the community.
1. Blackboard, chalk. 2. List of various class talents etc., that individual teacher knows - places these on the board.	1. Have a discussion on what a talent consists of and an ability and a handicap. 2. Discuss other well-known peoples' talents, abilities and handicaps. 3. After above discussion, have children list their own talents, abilities and handicaps.

Additional Resources

Unit: Social Studies
Area: Self

Objective (18): The student can describe his general state of feeling.

Materials	Teaching Strategies
	Teacher could ask child how he feels and times of the day when his feelings change as: When he comes to school. After lunch. After P. E.
	1. Show the children pictures of children displaying distinct emotions: happiness, sadness, pain, illness, love, hate, coldness, hotness, tiredness, etc. 2. After placing the pictures across the blackboard ledge or similar display area, ask each child how does he feel. Do you feel happy, Jim, like the boy in this picture? Or are you tired like the boy in this picture? 3. During the school day throughout the year, the teacher will ask the children how do they feel. Keep the picture of emotions handy so non verbal children can point to picture describing his feeling.

Additional Resources

Unit: Social Studies
Area: Self

Objective (19): The student can name people, events and things in the environment which cause him to respond with an emotion.

Materials	Teaching Strategies
Cut-outs mounted on 5x8" index cards. Pictures show people, events, and things in the environment.	1. Students may choose a partner. 2. Student may say, "This reminds me of _____." 3. Student may create a conversation or dialogue, using a puppet.
	Discuss the features normally contained in the average neighborhood or those that are within easy travel distance from his home, e.g., Bay Front Auditorium, Bounty Exhibit, the beach, little league ball parks, boy's Clubs, and the local YMCA and YWCA. Discuss the different events that take place at the locations mentioned that could be of interest to each individual according to his likes or dislikes, such events as: Rock Bands, Basketball games, hockey, concerts, plays and Major League ballgames or winter practice. This to include any participation in any of the above activities and their role in this activity. Films, filmstrips, records, tapes, newspapers, plus field trips to selected locations could be used to stimulate interest.

Additional Resources

Unit: Social Studies
Area: Self

Objective (20): The student can act out the appropriate emotional response in a variety of situations.

Materials	Teaching Strategies
	Teacher will develop plays or skits for students to play parts. Later students will develop roles they want to act out.
Some emotional responses: joy, contentment, pleasure, anger, displeasure, grief, love, compassion, hatred.	Teacher to encourage the child to recognize his response, relate it to the cause, express it in socially acceptable ways, verbalize it, and plan appropriate responses.

Additional Resources

Unit: Social Studies
Area: Self

Objective (21): The student can describe what he should do when he is afraid or happy.

Materials	Teaching Strategies
FS unfinished stories. Stanwix materials which consist of pictures presenting various problems in feelings and behavior. These were designed for speech training but are excellent for this purpose.	Present these materials to class and allow each student to respond orally. Words that describe feelings can be put on a chart and discussed prior to the lesson.
Pictures of facial expressions of people and people engaged in an activity that makes them happy and picture of frightened person.	Discuss with children what makes them happy. Then ask about people in picture - "are the people happy". Ask children how they would show their happiness - accept all reasonable answers. If necessary, guide thinking toward "smile" etc. Discuss picture of frightened person - "have any of children ever been frightened". If discussion needs help relate frightened to Halloween costumes of ghosts, witches, etc. Develop critical thinking by asking "how would you feel if....."

Additional Resources

Unit: Social Studies
Area: Self

Objective (22): The student can describe what he should do when he feels like getting angry or sad.

Materials	Teaching Strategies
Captive audience	Role-playing is very good for a child to learn how to control his emotions. The teacher will develop the scene. Set up the plot and ask the child to put in the climax.
Film, pictures of angry faces; happy, sad faces.	Show Disney film on anger. Class discussion of "what makes me angry".

Additional Resources

Unit: Social Studies
Area: Self

Objective (23): The student can name some reasons for general likes and dislikes.

Materials	Teaching Strategies
	1. Use a common experience of all the students to teach this lesson such as the school. 2. Each child can probably tell you some reasons why he likes or dislikes his school. 3. You could use snapshots, pictures pasted on construction paper, yearbooks, school newspapers, etc. to motivate thinking and discussion. 4. Give extra ideas through these media of why they like or dislike things at school.
Pictures of food, famous TV personalities, games used in free time. All should be numbered on the back. Lined sheets of paper.	Have children sit in circle or at their desks. Hold up a picture of a candybar, or other food. "How many like this food?" Write down the number #1 on your sheet. "How many wrote down #1?" Then ask each child to tell you why he likes it. "Does it make us feel good?", essential question for all stimuli. Ex: Show picture of Barnebas, the Vampire, or some frightening character. "How does he make us feel?", essential question for all stimuli.

Additional Resources

Unit: Social Studies
Area: Self

Objective (24): The student can recognize and name the emotional responses of other people.

Materials	Teaching Strategies
	Student is given a list of 3 words (sight recognition) to express emotions: Happy, Sad, Angry. Teacher has 3 cards of circle faces, minus the mouths. One mouth is: Teacher describes a given emotion in sentence form using the child's name. Ex: James finished his work on time, therefore, he gets a reward. What is the word used to describe how James feels? What expression should he have. After each student learns the responses, have each student give a sentence.
	Group role-playing. Have one student get angry, laugh, cry, etc. showing the various emotional responses of people. Watch the reaction on others.

Additional Resources

Unit: Social Studies
Area: Family

Objective (25): The student can identify the immediate family in his household.

Materials	Teaching Strategies
Using pictures of men, women, and children of various ages including very young children. Show pictures of the family groupings in different situations.	Teach the make-up of a family group. Then ask each child to name the persons living in his household; make sure the child can place the persons mentioned into proper perspective, i. e. mother, father, grandmother, brother or sister.
Pictures of family members, woman, man, girl, boy. Cut-outs, and place in a 12"x18" paper.	Children look for pictures of member of a family. Discuss how to tell each family member. Discuss what family member each child has at home, starting from the head of the household to the children.

Additional Resources

Unit: Social Studies
Area: Family

Objective (26): The student can identify relatives that visit or are visited.

Materials	Teaching Strategies
Pictures of individuals representing relatives.	Write sentences on the blackboard describing various relatives. Then hold up the identifying pictures and have the class repeat the term identifying the person. The student can then tell a story about a relative he is going to visit, or one who is visiting his home. The student will hold up the identifying picture.
	Discuss with group other relatives in their families, aunts, uncles, grandparents, etc. Encourage them to talk about relatives who have visited them or with whom they have visited.
Book - Borack, Barbara. Grandpa. Harper & Row, 1967.	Read the story to the class. Discuss with the children the kinds of things they do with their grandparents.

Additional Resources

Unit: Social Studies
Area: Family

Objective (27): The student can describe the kind of house he lives in.

Materials	Teaching Strategies
Collect pictures from magazines of different type homes. Mount.	Place mounted pictures on chalk ledge. Discuss. Encourage children to talk about the type homes in which they live. Let child color a picture of his home.
Pictures of White House, Gingerbread House, other houses from magazines, newspapers, etc.	Talk about well-known houses such as Gingerbread House, White House, etc. Show pictures of different houses from different climates, e. g. eskimo houses, etc. Have class draw pictures of houses, each child draw a picture of his house and describe his picture and his house.

Additional Resources

Unit: Social Studies
Area: Family

Objective (28): The student can name four kinds of houses people live in.

Materials	Teaching Strategies
Styrafoam, Wood dowels, Cloth, Plaster	A series of pictures showing various ethnic groups in their isolated habitats. Example: Indians (American), Eskimos, African blacks, and an early American. The children are then allowed to build models of these peoples' dwellings: Igloo, Log cabin, Tepee, Mud hut.
Pictures from magazines and other sources of: Indian tepees Igloos Apartment houses Mobile homes City home Farm home River boats Clay houses Houses on stilts Grasshouses Tents Japanese home	Discuss each picture with emphasis on how that home is alike or different from ours. Discuss materials used in each and why.

Additional Resources

Unit: Social Studies
Area: Family

Objective (29): The student can name two kinds of materials used to build houses.

Materials	Teaching Strategies
Brick, cloth, board, cotton.	Display articles on table. Tell briefly what cotton is used for and how it relates to clothes. Then, explain how bricks and boards are related to homes. (also cloth and cotton and their relationship).
10 concrete blocks, pictures of block wall in construction, pictures of finished block house. 1 pound of dry mortar, water, measuring can.	Show film on building houses, buildings, etc. - discuss pictures. Mix mortar with emphasis upon measuring of dry mortar and water. Have students mix mortar. Teacher demonstrates block-laying. Students take turns placing blocks and spreading mortar.

Additional Resources

Unit: Social Studies
Area: Family

Objective (30): The student can describe the purpose of each room in a house.

Materials	Teaching Strategies
Doll house, doll furniture, magazines, Peabody Language Development Kit. P.	Child is given furniture to place in various rooms of house. When completed, question child about any misplaced (by teacher's standard) furniture (such as bed or wash bowl in kitchen). This may be the way he lives. Do not embarrass by telling child it is wrong. Study pictures of rooms in magazines. Cut out pictures and assemble pictures for House Scrapbook. Follow lessons for household teaching.
Cardboard box (large). Cardboard pieces, construction paper, scissors, glue, crayons, paint.	Build a house and create the furniture in each room.
Mounted pictures of different rooms in a house.	Place pictures on ledge. State a situation and let child find the appropriate room. 1. Mother is cooking dinner. 2. Father is washing his hands. 3. Sister is setting the table. 4. Brother is watching TV. 5. Baby is sleeping, etc.

Additional Resources

Unit: Social Studies
Area: Family

Objective (31): The students can name the kinds of furnishings found in each room in a house.

Materials	Teaching Strategies
Doll house (preferably made by the students themselves from a cardboard box). Simple furniture (plastic or cardboard).	Students arrange furnishings in appropriate areas of house. Allow children to be individual and flexible in their arrangements so long as overall planning is workable. Students name items as they are placed in rooms.
Doll furniture, doll house.	Place furniture on table. Instruct children, one at a time. 1. John, put the bed in the bedroom. 2. Mary, put the table in the dining room, etc.

Additional Resources

Unit: Social Studies
Area: Family

Objective (32): The student can name two ways of living happily with other people in the home.

Materials	Teaching Strategies
Filmstrips with records: "Working Together in the Family". "We work together". "Learning to Be Unselfish".	"Living at Home" would be incorporated into a unit of work developed around the places we live - community, home, school, etc. Emphasis here would be on the requirements for good living in each area. The general teaching plan would be as follows: 1. Showing filmstrips with accompanying records. 2. Discussion - culminating with list of positive attitudes from filmstrips. 3. Role-playing for a variety of family situations. 4. Selecting positive and negative attitudes displayed.
Pictures or drawings of family life, films.	Teacher will discuss the pictures with the children so children can decide which actions lead to happy living. The student is then required to select pictures which demonstrate two ways of cooperation with the family. Examples: Sharing TV programs, sweeping walks, taking out trash, putting away toys.

Additional Resources

Unit: Social Studies
Area: Family

Objective (33): The student can name five duties mothers perform in the home.

Materials	Teaching Strategies
1. A set of dishes. A set of flat ware. 2. Sponges and dry towels, bucket with water. 3. Broom. 4. Dust cloth 5. Vacuum cleaners.	1. Have child set table. Verbal instruction - purpose, for particular placement. 2. Have child wash windows. Verbal instruction. 3. Have child sweep. Verbal instruction. 4. Have child dust. Verbal instruction. 5. Have child vacuum. Instruct child in various carpet make-up and direction. Child should move vacuum.
	Discussion of individual family members responsibilities. Guide discussion to parental responsibilities. Divide class into groups for role-playing: mother, father, child. Role-playing: Setting, home, Saturday. Explanation of actions. Elicit chores each one would do that day.

Additional Resources

Unit: Social Studies

Area: Family

Objective (34): The student can name two duties fathers perform in the home.

Materials	Teaching Strategies
A. Old clothes such as workboots, hats, pants, shirts, tool, apron, etc. Carpenter tools, brooms, rakes, paint brushes, mops. Unit on family members. B. Workbook made by child on father. Construction paper, glue, or note holder, magazines, original drawings.	A. Role-playing: Each child dresses as his father and acts out a particular role or job that his father does around the house. As the child is playing his role, the other children note facial expressions, happiness, boredome. B. Child looks through magazines for pictures of fathers in the home, or teacher reads stories about family life, and child makes original drawings to enter in notebook.
Film Strips. "Family Inn". 1. Living together in the Family. 2. Getting along with Family, or Movie: "Your Family".	1. Have pupils bring in pictures of their families. 2. Teacher bring picture of own family. 3. Make individual family trees and display in the room. 4. Discuss family responsibilities, jobs each person has to do (list on board) 5. Continue work with family tree. Each pupil tell about his father, mother, sisters, brothers and tell what he does in the home.

Additional Resources

Unit: Social Studies
Area: Family

Objective (35): The student can name three duties children perform in the home.

Materials	Teaching Strategies
	Have children go to various rooms - ask if waste basket needs emptying - verbal instruction in neatness. Take children out - have them police school area - point out corners of buildings etc. that may be missed. Take children outside to school grounds - have them weed between bushes.
Books: Biem, Jerrold. "Jay's Big Job". Morrow and Co. 1957	Read the story to the class. Discuss Jay's problems. Elicit problems that the children have had when they try to help at home. Talk about jobs they could do successfully.

Additional Resources

Unit: Social Studies
Area: Family

Objective (36): The student can give two reasons for the need of manners in the home.

Materials	Teaching Strategies
Table settings for four or six.	Role-playing in the lunch line. Class discussion concerning personal feelings about people with poor manners. Role-playing in a formal dinner-dining situation.
Dining Room Table - Set up for one person with tablecloth. Extra place settings. Butter, bread, meat, T.V. dinners, pieces of pie.	Have one student sit at table and eat his piece of pie in a very sloppy manner, letting crumbs fall on floor, etc. "Does _____ have good manners?" What does his mother have to do after he finishes? Does the next person have a nice place to eat? Then have another child finish the pie with good manners. Are they happier than the 1st group? Have a group of four students start to fix a sandwich, with everyone grabbing for mustard, ketchup, and spilling on tablecloth. "Do these children have good manners?" What is going to happen because of their bad manners? Have a group eat the dinners with no trouble. Are they friendlier than 1st group?

Additional Resources

Unit: Social Studies
Area: Family

Objective (37): The student can name four tasks needed to care for and maintain the inside of the home.

Materials	Teaching Strategies
Broom, mop, rags, and other household cleaning supplies.	Clean the classroom at the end of each day and thoroughly at the end of the week.
Peabody Kit Levels P & #1	Use cards from Peabody Kit dealing with home and household chores. Child picks out 4 cards and tells you what each one is for and why each one is done.

Additional Resources

Unit: Social Studies
Area: Family

Objective (38): The student can name four tasks needed to care for and maintain the outside of the home.

Materials	Teaching Strategies
	1. Talk about home. 2. Duties in caring for home (List on board). 3. Who does these chores at your house?
	Discussion, filmstrip, magazine pictures of maintenance operations brought in by students as homework, for discussion. Each student brings in and tells about a picture which represents something done to care for and maintain a house. Ex: a paint can picture for painting a house.

Additional Resources

Unit: Social Studies
Area: Family

Objective (39): The student can name four things that can be added to the outside of one's home to make it more attractive.

Materials	Teaching Strategies
Paint, brush, paint roller, pictures of homes, small model house.	The teacher has to teach children how to paint a model house, or ditto some pictures of homes and let the students water paint them.
Grass, hoe, shovel	Have the children plant grass.
Trees, pictures of trees	Have the children select trees and shrubs to plant for beautification.
Flowers, scissors, pictures from magazine.	Have children cut pictures from magazines and glue on ditto.
Pictures in color of attractive middle-class homes. These may be obtained from magazines.	Class discussion, every member involved. Ask each one to name something outside his own home that he thinks attractive. Responses will be many and varied, such as flowers, shrubs, trees, walks, fountains, rock gardens, driveway, grass, pool, patio, bird-feeders, etc. Pictures are shown following discussion which creates an awareness of what can be added to any home to make it more attractive.

Additional Resources

Unit: Social Studies
Area: Family

Objective (40): The student can name the sources of money coming into the home.

Materials	Teaching Strategies
1. Film strips on occupations. 2. Discussion of own neighborhood (kinds of jobs done in and for the immediate needs)(kinds of jobs done by people for those outside the immediate neighborhood.) 3. Bulletin BDs showing results of discussion. 4. Visits from persons who are experienced in particular jobs (plumber, fireman, clerk, telephone operator, bus driver). 5. Films. 6. Recordings, tapes of stories and songs about work and money, the desired result of work.	Learn source of money in each home through discussion. Discuss, demonstrate why it is necessary to have money at all. If possible initiate visits from people who can talk about their work and how it provides comforts and/or necessities in the household. 1. Why do we need money? (discuss) 2. How do you get money? (dem) 3. How do you spend it when you get it? 4. Does this spending help other people? How?
Coins of all denominations. Book, paper, pencil.	How do we get the things we need? What are things that we all need? Where do we go to get food or clothing? Play Store: Buy a pencil at the store. How much did you pay for it? Buy a book at the store. How much did it cost? Have store keeper sell articles used in classroom. Pupils use play money for purchases. Teach children to make out a bill. Who pays the bills at your house? Who brings money home to pay for these things? Where do they work?

Additional Resources

Unit: Social Studies
Area: Family

Objective (41): The student can name five expenditures of money for the home and family.

Materials	Teaching Strategies
	The students could do role-playing in a family situation, taking turns in each role. The teacher could have a class discussion. In the role-playing situation the father could be bringing home his paycheck, etc.
Collect pictures or concrete items to represent the commodities purchased by parents to run a home.	Set up different "stores" in the room. Let children role-play storekeepers, mother, father, children, gas station attendent, etc. Conclude with discussion of the kinds of things which parents must buy for the home, family and car.
Magazines, paste, paper, crayons.	Have pupils discuss in class things that are bought for their home and family. Then have pupil find five things in a magazine that could be bought for the home or family. On a large sheet of construction paper have pupil make his house and paste the pictures in the house. If possible make rooms and put in appropriate rooms.

Additional Resources

Unit: Social Studies
Area: Family

Objective (42): The student can name two ways the family can have fun at home.

Materials	Teaching Strategies
Family Fun Book, Parents' Magazine, other books which can be selected according to age level of the group. A Family Is, Urban Education Series, Teacher's Guide. All of the above are in the school library. Paints, crayons, pencils, paste, construction paper, magazine pictures.	Introduce unit: Read or tell stories about families. Show large teaching pictures of families working and playing together. Role-playing. The group may dramatize "family fun" activities of their choice. Drawing and/or pasting cut out pictures of family activities.
Picnic or cookout. Table games: dominoes, bingo, cards, checkers.	Child can help with food. Child can help with wood or charcoal. Can fix table. Help in clean-up. Help set up games.

Additional Resources

Unit: Social Studies
Area: Family

Objective (43): The student can name two ways the family can have fun away from home.

Materials	Teaching Strategies
Tent, fishing equipment, wood for fire, etc. science books. Newspaper pictures of exhibits, pictures of Midway, model of a fair.	Weekend camping. Teacher shows pictures of ideal camping location; cost, directions, advantages of this particular place, reasons for planning for leisure time. Day. Trip to Fair. Newspaper picture of fair exhibits. Midway, reasons for fair.
Large poster paper on which are pasted pictures to represent possible family recreation activities (bowling, swimming, TV etc).	Discuss chart with group. Elicit types of activities which each child enjoys doing with his family. Let child draw a picture showing what his family does as a group.
Book: Tresselt, Alvin. A Day With Daddy. Lothrop, Lee, Sheppard, 1954.	Read the story to the class. Discuss the book with photographs. Encourage children to talk about what they do with their daddy.

Additional Resources

Unit: Social Studies
Area: School

Objective (44): The student can describe the physical characteristics of his school building.

Materials	Teaching Strategies
Cardboard, scissors, pens, chalk.	Take a tour of his school building and then draw a picture of it. The students first are told to look at the building closely. Then discuss the physical characteristics and list on board. Take cardboard and have class construct a rough model of the school and place windows and doors appropriately.

Additional Resources

Unit: Social Studies
Area: School

Objective (45): The student can describe the physical characteristics of some of the rooms found in school.

Materials	Teaching Strategies
	In Math. have the students take a ruler and figure the dimensions of three rooms, and compare for the largest to smallest. Map out on 1" sq. paper and place objects found in room on the paper.
Cm Rule, cube sugar	After the child measures length, L x W area, and L x W x D., the cubes to demonstrate length, area, and volume. Then relate English system to metric system.

Additional Resources

Unit: Social Studies
Area: School

Objective (46): The student names at least one activity associated with each of the various places in his school.

Materials	Teaching Strategies
	State a situation and let children tell you where they would go. 1. John fell down and scraped his knee. 2. Sally is hungry and its time for lunch. 3. Mary wants a book to look at. 4. Joe wants to buy lunch tickets, etc.
Demonstration lesson, one thing in Home Economics, dishes, linen, glassware, silverware, napkins.	Proper placement of materials - demonstrations. Teams for practice. Rotation of teams to set tables. Each student sets a table.
Shop - learning how to make a mold, demonstration molds, slip, knives, sandpaper, kiln, paint.	Demonstrate: Pouring slip into mold. At congealing time, pour off excess slip and carve off excess. Remove mold. When white, sand and paint with glaze. Take class and mold to shop and demonstrate use of kiln.
Library - selection of adequate reading materials.	Know child's reading ability level. Proper area for each level.
Cafeteria - learning proper eating procedures. Experience chart. Check list.	Instruction in proper eating habits. Experience chart. Practice table manners. Teacher eating with students occasionally. Check list for good behavior.

Additional Resources

Unit: Social Studies
Area: School

Objective (47): The student demonstrates his ability to properly perform during a fire drill.

Materials	Teaching Strategies
	The students will act out the various aspects of a fire drill; the teacher will test the students; first, the directions will be read and then repeated by the students. Tnen parts played. The trials shall be compared with real drill when it comes up. Repeat portion only if poor from trials.
	Let each child be the leader. Announce fire drill and lead class through a practice fire drill. This could be beneficial after the teacher sets an example.

Additional Resources

Unit: Social Studies
Area: School

Objective (48): The student demonstrates his ability to pleasantly greet school visitors.

Materials	Teaching Strategies
	Have a unit on proper manners first in the classroom, and an outgrowth from this could be official welcomers and four guides for the schools. Have it set up like a club with membership open only to those with pleasant manners. Every day have someone new.

Additional Resources

Unit: Social Studies
Area: School

Objective (49): The student names at least one thing he can do to help school personnel do their jobs more effectively.

Materials	Teaching Strategies
	Invite the custodian, principal, etc. to visit the class. Before they come, prepare a set of questions for each - 1. What do you do? 2. How can we help? etc. Place questions and answers on experience chart. Refer to it from time to time and encourage children to help whenever they can.
	a. Pick up after self. b. Prepare room for custodial cleaning.
	a. Note when ill. b. Inform secretary of tardiness. c. Self responsibility for medication.

Additional Resources

Unit: Social Studies
Area: School

Objective (50): The student can name four ways of living happily with others in school.

Materials	Teaching Strategies
A list of ways students can live better with each other at school. (prepared by teacher).	Ask the students to suggest ways that students can get along better with each other in school (use your own list as a guide for suggestions or leading questions). List these ways on the board. The students may copy them or they can be written on chart paper for future reference.
	Sharing projects. Playing game together. Respecting each other for what he is. More friends than enemies.
Simple puzzle, basketfull of things like scissors, crayons, glue, etc.	Two people working together on a simple puzzle. Use materials in an art project, put back in basket. May need to wait for object(s) needed. Bring a toy from home to explain and share with others.

Additional Resources

Unit: Social Studies
Area: School

Objective (51): The student can identify authority figures.

Materials	Teaching Strategies
	1. You haven't grown to be as big as you are without the help of some one. Who taught you how to behave? 2. There is also someone there to guide us when we are home to see that no harm comes to us. Who is this? 3. Could you be what you are today without your parents guiding you? 4. When you go to school who is there to guide and see that no harm comes to you? 5. What does the teacher do for you? 6. How do you know your teacher will do you no harm? 7. Does your mother let you go to school? 8. Why does she send you to school? 9. Why does mother not teach you at home? 10. Why does the school need to have a principal? 11. What are some of his jobs? 12. Who watches after you while you are on the school bus? 13. Why does mother not ride on the school bus and sit in the classroom with you? 14. Why do you need a P.E. teacher? 15. Why can you not play by yourself on the playground? 16. Who watches after you as you walk to school? 17. If you are in trouble at school, whom do you tell? 18. If you are in trouble in your neighborhood, whom do you tell? This would be a discussion situation. Each question would be followed up by: 1. art work - drawing character. 2. dramatization. 3. field trips.
	Role-playing. From this see if the authority figure is in the eyes of the child, and work on straightening him out.

Additional Resources

Unit: Social Studies
Area: School

Objective (52): The student names at least one job associated with some of the school personnel.

Materials	Teaching Strategies
	Arrange ahead of time to visit the people in the school who represent the jobs to be learned. Then take the class to the people and see and discuss what they do. Write an experience chart when you return to the room.
1. Job of cafeteria help. a. pictures b. experience chart c. film d. observation (field trip to own or other cafeteria).	1. Discuss pictures of jobs of cafeteria personnel. 2. Build experience chart. 3. Film on food preparation and serving. 4. Role-playing activity. 5. Field trip to cafeteria.

Additional Resources

Unit: Social Studies
Area: School

Objective (53): The student can identify the proper person to go to for help with a particular problem.

Materials	Teaching Strategies
Pictures of community helpers: policeman, fireman, doctor, nurse.	The teacher presents the student with the situation of a child who is lost at the fair. The student selects the appropriate community helper from several pictures.

Additional Resources

Unit: Social Studies
Area: School

Objective (54): The student demonstrates his ability to conduct himself in a manner acceptable to school personnel.

Materials	Teaching Strategies
	Send child to another room on an errand taking note of his behavior. Discuss with him why it was good. How can it be better? Role-play by re-creating good and bad way and asking which is better way and why - i.e. show how to get a drink of water in hall - good way - bad way.

Additional Resources

Unit: Social Studies
Area: School

Objective (55): The student demonstrates his ability to pleasantly wait

Materials	Teaching Strategies
	1. Discuss what this means. 2. Discuss and list where you practice this, home, community, school, -- 3. Have each child tell what he did to practice this. 4. Go for a walk around the school and point out where you have to prac 5. Have the students point out during the day people who are waiting th

Additional Resources

Unit: Social Studies
Area: School

Objective (56): The student can demonstrate the use of good manners.

Materials	Teaching Strategies
Tables, chairs, place settings silver, place settings china, hamburger patty, or slice of bread.	The students would be asked to demonstrate the following manners: 1. Boys would pull chairs out for girls. 2. Students would demonstrate proper use of knife and fork in cutting -- (or bread could be substituted). 3. Students would ask politely for certain items to be passed by others. 4. Boys would hold door open when teacher or girls would leave room.

Additional Resources

Unit: Social Studies
Area: School

Objective (57): The student can demonstrate his ability to share with others.

Materials	Teaching Strategies
Various games brought in by students. Crayons, scissors, paste, plastic food.	Have students bring their favorite toys/games to show to the class. Divide the class in small groups and play some of the games. When working on a class project such as art, have the students share supplies such as crayons, scissors, paste, etc. Role-play: have the students act out a scene where sharing is necessary, e. g. lunch; one student might forget his lunch and not have anything to eat. Will you share your lunch? Each child could give something.

Additional Resources

Unit: Social Studies
Area: School

Objective (58): The student can explain ways he can help others when appropriate to help.

	Give the class an assignment that most of the students are capable of doing. Those that finish first are allowed to first have their work checked, then go help those that need help. No student is allowed to help another until their work has been corrected.

Additional Resources

Unit: Social Studies
Area: School

Objective (59): The student can demonstrate his ability to accept from others graciously.

Materials	Teaching Strategies
	Take turns passing out supplies, paper, crayons etc. Request that each child says "Thank you". If the child refuses he doesn't get the article. On a younger level special things like candy could be used to begin with. The best model is probably the teacher herself. She should always remember to say thank-you and etc. I don't believe you can teach a child to be gracious in one lesson. It has to be a daily thing that is repeated constantly. A child learns by living, seeing, and feeling these things about him. A short play could be acted out by the students demonstrating a gracious act and one that shows rude behavior. The students might get the point.

Additional Resources

Unit: Social Studies
Area: School

Objective (60): The student demonstrates his ability to obey rules necessarily imposed by the school.

Materials	Teaching Strategies
	Five minutes prior to coming back into class from P.E. students line up or sit down on steps for a brief warm down. No one gets water until all follow the rule.
A list of the school rules applicable to students and a corresponding grid to check student compliance.	All rules applicable to student behavior while at school should be discussed with the class. Students themselves should be held responsible for explaining the necessity of these rules. The teacher can then keep a record, by the use of a check or an I on the grid, indicating each student's compliance or non-compliance with the rules.

Additional Resources

Unit: Social Studies

Area: School

Objective (61): The student can describe how a student should act towards teachers.

Materials	Teaching Strategies
	Class discussion on what is the best way to act in the classroom. Why is one way better than another? i.e., good example for younger children? Dramatize right way to act and get comments on why it was good.

Additional Resources

Unit: Social Studies
Area: School

Objective (62): The student demonstrates his ability to respect the rights of others.

Materials	Teaching Strategies
Any game requiring 4-6 players and one that involves taking turns.	Have children sit down at table and play a game ("Headache" is a good one). Observe their ability to take turns and not mess up the game for everyone (if they are losing or get angry).

Additional Resources

Unit: Social Studies
Area: School

Objective (63): The student can demonstrate his ability to give in when the situation demands it.

Materials	Teaching Strategies
Checkers game	One on one situation where one must lose and the other win. Observe the students playing this game and see how well they lose.

Additional Resources

Unit: Social Studies
Area: Neighborhood

Objective (64): The student can draw a simple map of his neighborhood locating important buildings.

Materials	Teaching Strategies
Pencil, large sheet of paper, crayons.	After demonstrating scale drawings (ex: draw the classroom), have students draw the neighborhood they live in. Have him color his house, his best friend's house, the nearest store, etc.

Additional Resources

Unit: Social Studies
Area: Neighborhood

Objective (65): The student names his neighbors.

Materials	Teaching Strategies
Flannel houses, and 2 - 3 children. Flannel board.	Place 3 houses in a row on the flannel board. Designate 1 flannel cut-out child as the main character. Tell the children that he lives in the middle house. Proceed by telling a short story about him and his neighbors. Involve the children in the story by asking questions: 1. Were the neighbors friends? 2. What did they do together? Encourage the children to talk about their neighbors.
Large manila paper, crayons.	Have student draw his home and two homes nearest. (neighbors). Help student label his last name, to indicate which home is his. Help student label two other homes with two other homes. If student does not know either or both neighbors' names, have student take drawing home for this information to be furnished by parents - returning drawing.
Books - Living As Neighbors, Holt Urban Soc. Studies; films; pictures in room about community helpers; filmstrips.	Ask children to bring in names of neighbors next door to him. Ask him to name neighbor children he plays with. Have each child make a small map of his street. Help him mark nearest stores, etc. Discuss community helpers in neighborhood, policeman, milkman, etc. Read, see films and filmstrips on these. Teach jobs of these people. Discuss safety rules, crossing neighborhood streets; don't ride with strangers, accept gifts from strangers, etc. Use films and filmstrips. Discuss traffic lights and signs. Take a walk to find out all about the school neighborhood. Discuss respecting others' property (staying off grass, flowers etc. Show films etc. on this). Discuss different ages and nationalities of their neighbors. (Some live around Spanish and Cuban people and some in white-black areas). Discuss languages spoken. Discuss neighbors who sit near them in school. Take trip to a post office, fire station, grocery store, drug store, dry cleaner. A shopping center could be visited. Make posters with the children about trips taken. Make map of shopping center visited with children.
Crayons, paper. (If the child does not know he will have to find out so he can have "neighbors".)	The child is given paper and crayons. He is told to draw his house and the houses on both sides. The teacher begins a discussion "Who lives next to you?" "____ are your neighbors. "Your neighbors live next to you." The children can draw the members of the families in front of the houses, write their names. The papers can be put on a "NEIGHBORS" bulletin board. The same idea can be carried through with playmates. "Draw you and your friends playing after school". "Who are they?" "They live close too." "They are also neighbors".

Additional Resources

Unit: Social Studies
Area: Neighborhood

Objective (66): The student names the children with whom he plays in the neighborhood.

Materials	Teaching Strategies
Records, pictures, magazine, clippings.	The teacher should have the students play a get acquaintance game. Each student should tell his name, give some aspects of their environment, name types of work done in the community.
	On a Monday, lead a discussion in which the children talk about what they did over the weekend. Emphasize activities which involve playing with children in the neighborhood. Let each child talk about the other children in his neighborhood.
Art, large manila paper, crayons.	Have students draw a "playing" picture showing his playmates.

Additional Resources

Unit: Social Studies
Area: Neighborhood

Objective (67): The student names other people found in his neighborhood.

Materials	Teaching Strategies
	Teacher asks student the name of his best friend in his neighborhood. She asks him who his next door neighbors are and to name as many people who live near him as possible.
Display large attractive pictures. These pictures should depict various modes of transportation used in the community by neighbors, such as trucks (fire, milk, bread, etc.). Filmstrip: "Working Together In A Neighborhood". "What Is A Neighborhood". "The Town Community". Books: I Want to be Series.	Discuss with children the different jobs that their neighbors have. Let them name their neighbors and discuss with them some of the different vehicles used for these jobs. Children can collect pictures of neighborhood activities and keep them in a book. Show and discuss filmstrip. Role playing: Given situation in a neighborhood - let children act out part concerning neighbors. Child draws a picture of his best friend in the neighborhood and tells the class something about this friend and his activities. Compare last names of children in class with last names of people in neighborhood.

Additional Resources

Unit: Social Studies
Area: Neighborhood

Objective (68): The student can name some possessions that belong to his neighbors.

Materials	Teaching Strategies
	Teacher asks student to name some things that belong to his neighbors. While discussing these she might go into personal property rights, what borrowing means, etc.

Additional Resources

Unit: Social Studies
Area: Neighborhood

Objective (69): The student can identify the traffic signs found in the neighborhood.

Materials	Teaching Strategies
Traffic sign cards.	Hold up assorted traffic sign cards, have student identify ones in his neighborhood. Then hold those up and go over what those signs tell you to do.

Additional Resources

Unit: Social Studies
Area: Neighborhood

Objective (70): The student can identify people who come into our neighborhood to do things for us.

Materials	Teaching Strategies
Pictures of neighborhood workers (Ex: Garbage Man, Postman, etc.)	Show cards to students and ask them if they have seen these people in their neighborhood. Those they have seen, ask the children what they do in their neighborhood.

Additional Resources

Unit: Social Studies
Area: Neighborhood

Objective (71): The student can name two reasons for respecting public property.

Materials	Teaching Strategies
Pictures of public parks, and beaches.	Discuss why we need to keep these areas clean. Tell what would happen if we did not respect public property. How would the pictures change?

Additional Resources

Unit: Social Studies
Area: Neighborhood

Objective (72): The student can name two reasons for respecting private property.

Materials	Teaching Strategies
Have children bring in an article that means a lot to them.	Have children exchange articles for the day and treat the other person's article as they would their own. At the end of the day exchange them back, and go over why they respected the other person's property. Bring out that these reasons apply to everyone's property, not only their schoolmates.

Additional Resources

Unit: Social Studies
Area: Neighborhood

Objective (73): The student can conform to the customs of his environment.

Materials	Teaching Strategies
	Teacher observes children, after group discussion on manners, habits of everyone, etc. By teacher observation in lunchroom and in general she can tell if child needs work on conforming to various situations.

Additional Resources

Unit: Social Studies
Area: Neighborhood

Objective (74): The student can demonstrate his ability to properly behave in his neighborhood.

Materials	Teaching Strategies
	Children do role-playing and act out various neighborhood situations (Ex: how to act at your friend's house).

Additional Resources

Unit: Social Studies
Area: Neighborhood

Objective (75): The student can demonstrate his ability to adjust his behavior to fit the situation.

Materials	Teaching Strategies
Student, and one other person, and parents.	The student will demonstrate the proper way to introduce a friend to his parents. Four students will role-play introducing a friend to parents, each assuming role of introduction.

Additional Resources

Unit: Social Studies
Area: City - County

Objective (76): The student can name the city and county he lives in.

Materials	Teaching Strategies
	Teacher in class discussion asks student what city he lives in and what county he lives in.

Additional Resources

Unit: Social Studies
Area: City - County

Objective (77): The student can locate on map where his city - county is located.

Materials	Teaching Strategies
Florida map and individual Florida maps.	Students asked one at a time to locate their city on map and to outline their county boundaries. They are given small Florida maps to do individually and hand in.

Additional Resources

Unit: Social Studies
Area: City - County

Objective (78): The student can name some of the interesting places to visit in his city - county.

Materials	Teaching Strategies
Post cards or pictures of some primary or outstanding buildings in the town or city.	Display the postcards on a bulletin board. Lead a discussion about the places. Can any of the children name the places? Have they ever been there? etc.
Field trip	Arrange a tour of an area where the children can see and walk through a post office, police station, hospital,park, etc. (This does not mean a tour through an entire building, only a glimpse of several.)
City maps, (1 for each child), AAA Guide Book of Florida, 1 wall map of city markers, black board and chalk.	1. Read from guidebook under St. Petersburg. 2. List on board places of interest. 3. Locate on individual maps at seats. 4. Let children name, read from board, and locate on wall map, and mark places of interest.
Tape recorder.	Motivation: Planning for field trip by sharing experiences at places already visited. Use tape recorder to record responses.

Additional Resources

Unit: Social Studies
Area: City - County

Objective (79): The student can name some of the activities associated with places and buildings found in the city - county.

Materials	Teaching Strategies
Pictures of places and buildings to be discussed..	Display pictures on chalk ledge. State a situation and let the child show where he would go. Role play: 1. You want to mail a letter but you need some stamps. 2. Someone stole your bicycle. 3. You and your family are going on a picnic. 4. Your brother broke his arm, etc.
Slide projector, slides of community buildings (bank, fire station, police department, bakery, etc., etc.,), chart paper and marker, tape recorder.	Show pictures of buildings and talk about who works there, what kind of jobs do they do. Write a chart story. Have children read it into the tape recorder.
Bring in resource people (policemen, firemen, bakers, bankers, etc.) paper, paints or crayons.	After resource person tells about his job and where he works, illustrate the kind of building he works in. Then play a guessing game with the childrens' pictures.

Additional Resource

Unit: Social Studies
Area: City - County

Objective (80): The student can name the services provided us in our city - county.

Materials	Teaching Strategies
Pictures of city - county workers.	Student can identify city - county workers out of pictures of workers, and can tell how they help us.

Additional Resources

Unit: Social Studies
Area: Nation

Objective (81): The student can explain the meaning of some of our major holidays.

Materials	Teaching Strategies
Books Art materials	1. Obtain books on the elementary level that relate to these major holidays. If the text is above the reading level of the class, read the book to them. 2. Have the students draw pictures relating to major incidents surrounding the history of the holidays.

Additional Resources

Unit: Social Studies
Area: Nation

Objective (82): The student can identify the president.

Materials	Teaching Strategies
Prints of President's photograph from magazines, newspapers, etc.	1. Display magazine prints, etc. of President, especially those relating to him in his performance of various duties 2. Encourage children to watch a few television broadcasts of the President telling them of the dates and times of his appearance, and telling them a few minutes will be set aside the following day for discussion of his speech. 3. Discuss in limited detail some of the newsworthy presidential issues as they occur.

Additional Resources

Unit: Social Studies
Area: Nation

Objective (83): The student can identify some of our past presidents.

Materials	Teaching Strategies
Elementary biographies of presidents.	Obtain a number of biographies of the more important presidents written on an elementary level. These books should dwell on the childhood of the presidents as well as their political achievements. If the books are above the reading level of the class, they can be read as part of the social studies or history lesson. If any child chooses a book to read on his level he can report to the class on that president.

Additional Resources

Unit: Social Studies
Area: Nation

Objective ( ): The student demonstrates his ability to say the Pledge of Allegiance in the proper manner.

Materials	Teaching Strategies
Flag.	Allow children to take turns each day saying the pledge individually for the class. Note the mistakes that are commonly made and discuss the meaning and pronunciation of these words and phrases.

Additional Resources

Unit: Social Studies
Area: Nation

Objective (85): The student can name two sources of information pertaining to events in the nation.

Materials	Teaching Strategies
Magazines, newspapers, books (almanac, etc.), radio, television	Have a class discussion relating to the forms of news media After a list of news media has been suggested by the class, discuss the characteristics of each one individually. For example, demonstrate the great variety of magazines by letting the class look at copies of Life, Time, Readers Digest, Boys Life, National Geographic, etc. Then talk about how each magazine differs in type of news covered and method of presentation. A significant contrast can be seen between Newsweek, Readers Digest, and Life. Discuss other media similarly and make comparisons between them.

Additional Resources

Unit: Social Studies
Area: Vocational Orientation

Objective (86): The student recognizes some of the requirements for certain jobs.

Materials	Teaching Strategies
Chalk, chalkboard	Have class list some of the jobs they would like as a profession or as afternoon or summer jobs. Under each job list requirements for the job, first from the student who listed or suggested it, and then from the class.

Additional Resources

Unit: Social Studies
Area: Vocational Orientation

Objective (87): The student carries out routine assignments following a schedule

Materials	Teaching Strategies
	Give student a series of classroom duties, sequenced according to a schedule, for two weeks (or period deemed adequate by teacher) and evaluate adequacy of student's performance through duration of period. Does student continue to perform full assignment according to schedule and do each job well, rather than superficially?

Additional Resources

Unit: Social Studies
Area: Vocational Orientation

Objective (88): The student can give two tasks performed for each of a number of common jobs.

Materials	Teaching Strategies
	Have students suggest a number of common jobs and list them on the chalk board. Then have students suggest the specific tasks associated with each job while the teacher writes the tasks on the board. For future reference on following days in which this lesson is reinforced the jobs and their tasks can be printed on tagboard, or other appropriate material.

Additional Resources

Unit: Social Studies
Area: Vocational Orientation

Objective (89): The student can name ten different occupations.

Materials	Teaching Strategies
	Have students suggest a number of different occupations that interest them. Label a poster for each occupation. Have students bring in pictures from magazines and newspapers pertaining to the various occupations and paste them on the appropriate posters. When the posters are complete have a discussion about the pictures associated with each profession.

Additional Resources

Science

Level B

Investigating Matter

The student:

1. 1. demonstrates that many objects have weight.
2. 2. demonstrates that many objects take up space.
3. 3. demonstrates that objects of the same size may have different weights.
4. 4. demonstrates which of an assortment of objects will float and which will sink.
5. 5. can orally give two or more characteristics for each of a few assorted objects.

Investigating the Senses

The student demonstrates his ability to use the sense of:

6. 1. vision to gather information about his environment.
7. 2. hearing to gather information about his environment.
8. 3. taste to gather information about his inviroment.
9. 4. smell to gather information about his environment.
10. 5. touch to gather information about his environment.

Investigating Force and Motion

The student:

11. 1. recognizes that a force is needed to push or pull.
12. 2. demonstrates that a push or pull is needed to make something move.
13. 3. recognizes that a force is needed to stop something that is moving.
14. 4. recognizes that the force that pulls things down is gravity.
15. 5. recognizes that the force that slows things down is friction.
16. 6. names the force that is used in a number of situations.
17. 7. demonstrates that a lever can make lifting easier.
18. 8. demonstrates that a magnet has a force that pushes or pulls some things.

Investigating Animals

The student:

19. 1. can describe how assorted turtles are alike.
20. 2. names some of the life activities of turtles.
21. 3. can describe how assorted birds are alike.
22. 4. names some of the life activities of birds.
23. 5. can describe the life cycle of assorted insects.
24. 6. names some of the life activities of insects.
25. 7. can describe how different kinds of animals are alike.
26. 8. can describe how dinosaurs are like other animals.
27. 9. names what some of the life activities were for dinosaurs.
28. 10. groups assorted pictures of animals according to likenesses and differences.

Investigating the Earth

The student:

29. 1. can describe the shape of the earth.

30. 2. can identify the natural materials that make up the earth: rocks, water, air, plants, animals, sand and soil.
31. 3. can relate the directions up-down relative to the earth.
32. 4. can describe how rocks are different.
33. 5. can describe how sand and soil are made.
34. 6. can identify pictures of rivers, lakes, mountains, hills, and oceans.

Investigating Yourself

The student:

35. 1. can describe his own unique personal characteristics of his body.
36. 2. can compare his physical characteristics to the physical characteristics of other
37. 3. demonstrates his ability to use the proper part of his body to perform specific tasks.
38. 4. can name the body systems and their parts.
39. 5. can locate the body system parts.
40. 6. can describe how to take care of each body system.
41. 7. can describe what our bodies need in order to keep them working properly.
42. 8. describes how clothing helps in body maintenance.
43. 9. describes symptoms of body malfunction.
44. 10. describes the sources of medical help for the body.

Investigating Sound and Light

The student:

45. 1. identifies some of the common sounds.
46. 2. identifies the sounds that are loud, soft, high and low.
47. 3. produces various sounds by pounding, plucking, rubbing and blowing.
48. 4. describes what is needed to hear.
49. 5. identifies some sources of light.
50. 6. demonstrates how white light is made up of many colors.
51. 7. demonstrates how red, yellow and blue, when combined together produce various colors.
52. 8. describes what is needed to see.

Investigating Plants

The student:

53. 1. names three uses for each part of the plant: roots, stems, leaves, flowers, fruits and seeds.
54. 2. matches examples of food to that part of the plant from which it came.
55. 3. predicts the events which will take place after a seed is planted.
56. 4. describes how plants are different from other plants.
57. 5. describes how plants that live in water are similar to plants that live on land.
58. 6. can identify as plant or animal those plants and animals living together in a given environment.
59. 7. can describe how the plants and animals found in a given location can help or hurt each other.
60. 8. can describe how man controls the plants and animals in a given location.

EXCEPTIONAL CHILD EDUCATION PROGRESS REPORT - SCIENCE

Level B

Pupil's Name _____ Birthdate _____

Skill Area	Specific Objectives																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Investigating Matter						*	*	*	*	*	*	*	*	*	*	*	*	*	*
Investigating the Senses						*	*	*	*	*	*	*	*	*	*	*	*	*	*
Investigating Force and Motion									*	*	*	*	*	*	*	*	*	*	*
Investigating Animals											*	*	*	*	*	*	*	*	*
Investigating the Earth							*	*	*	*	*	*	*	*	*	*	*	*	*
Investigating Yourself											*	*	*	*	*	*	*	*	*
Investigating Sound and Light									*	*	*	*	*	*	*	*	*	*	*
Investigating Plants									*	*	*	*	*	*	*	*	*	*	*

Unit: Science
Area: Investigating Matter

Objective (1): The student demonstrates that many objects have weight.

Materials	Teaching Strategies
Assorted objects, experience chart, pen, bathroom scale.	Without discussion have class one at a time come up and stand on bathroom scales and observe what happens. Ask class "What do you think we are doing?" Elicit response. Discuss weight as a characteristic of each of us - we all have weight. Record on experience chart. Have children place various objects on scale and weigh them. Record on experience chart. Reach towards conclusion that all things have weight. Raise question about liquids - milk - water, etc. Pose question - how can we weigh liquids. Provide for exploration and experimentation. Raise question about air - it has weight but to weigh it we need a special scale for weighing. Demonstrate how to weigh air.
Two empty bags, stick. Use scales and weigh each child.	Tie the two empty bags on the ends of a stick. Balance the stick in the middle, blow up one bag. Tie it shut. Bag has gained weight. Use yard stick with string on each side. Balance each side with different size and shaped objects. Also, weigh class for tall and small.

Additional Resources

Unit: Science
Area: Investigating Matter

Objective (2): The student demonstrates that many objects take up space.

Materials	Teaching Strategies
Chalk, assorted objects, large wide-mouthed bottle of water, empty glass, deep cake tin.	Draw small circle on floor. Stand in it. Ask child to stand in circle without moving teacher out of the circle- can't be done - why? Teacher is taking up the space. Taking up space is a characteristic of everything just like weight. Fill a glass of water to top. Set glass in cake tin to catch the overflow. Drop small object in glass. Why does water overflow? Object took the place of the water. Repeat using various examples to prove objects take up space. Can introduce terms solids and liquids. Put some water in large-mouthed gallon bottle. Take empty glass turn upside down and push down into water. Question: Why doesn't water go into glass? Discuss-release some air and see water replace it. Conclude even air takes up space.
Scale, magazine clippings, books.	The teacher may have the students place different objects on a table, and remove them to show that matter does occupy space. Students may cut clippings from magazines or books to show different kinds of objects that take up space.
A jar of water, cup of sand.	Draw line on jar. Fill jar to line. Pour in a cup of sand. Observe and report the difference in the water level and that water takes up space and air takes up space. Observe air bubbling out from between sand when water takes its place.
Block of wood, books, water, gas in balloon.	Discuss - block of wood is a solid. It has weight. It takes up space. Show class three forms of matter solids, liquids and gases. Point out objects in room that take up space.

Additional Resources

Unit: Science
Area: Investigating Matter

Objective (3): The student demonstrates that objects of the same size may have different weights.

Materials	Teaching Strategies
Scale-balancer scale, small objects of same size. Pencils, pens, steel ball, balloon filled with water and one filled with air, one pair of objects for each child.	Have class recognize that each pair of objects are the same size. Tell the class that in each case one is heavier than the other. Have each child feel the pair in each hand and guess which is the heaviest. Have him place the objects on the balance scale.
Rubber ball, styrofoam ball, baseball, ball of clay, ball of paper, lead ball.	Show the objects and make sure the students point out the fact they are all the same size. After having done this allow each student to pick up each ball noting the different weights. If scales are available, the objects could actually be weighed and their weights recorded to show their differences in weight.

Additional Resources

Unit: Science
Area: Investigating Matter

Objective (4): The student demonstrates which of an assortment of objects will float and which will sink.

Materials	Teaching Strategies
Cooking oil, light weight wood bottle empty w/top on. Nail, fishline sinkers, rock etc.	Fill pan with water. Place different objects in water to test for floating and sinking. Use glass of water to test oils, kerosene and gasoline.
Tub of water, toy boat, sponge, piece of paper, rock, pencil, piece of bath soap, cork, spoon, rubber ball (small), pan of water, two boxes.	The teacher brings in a variety of objects for children to experiment with. The teacher places a pan of water on a table. Two boxes are also placed there. One is marked "things that float" and the other marked "things that do not float". Each child picks out an object and puts it in the water to see what happens. Then he puts it in the proper box.

Additional Resources

Unit: Science
Area: Investigating Matter

Objective (5): The student can orally give two or more characteristics for each of a few assorted objects.

Materials	Teaching Strategies
Sandpaper, cotton ball, water, soil, flower.	The teacher asks, "Who can tell me something about this piece of sandpaper?" Is it smooth? What color is it? What does it do? Does it have an odor? The latter questions may be used in order to give the students some ideas for things they can see or detect. Continue with all the objects.
Toy car, spool, stuffed animal, shoe, fork, apple.	Show one object. Teacher asks such questions as: 1. What color is it? 2. What shape is it? 3. How can you use it? 4. Of what is it made? 5. Is it smooth or rough? Next, ask one child to name as many things about the object as he can remember. Hold up a different object and repeat above procedure, except don't ask questions unless it is necessary.
	Take walks in the community or to nearby parks to observe and touch trees, flowers and wildlife. Plan a field trip to State or County Park. Keep a variety of plants in classroom that children may touch. Let children grow plants from seeds in the classroom and in the school yard. After observing and touching, discuss what makes some yards or buildings more attractive. Make illustrated charts of "Things I like to touch". Have class make drawings showing items they have touched.

Additional Resources

Unit: Science
Area: Investigating the Senses

Objective (6): The student demonstrates his ability to use the sense of vision to gather information about his environment.

Materials	Teaching Strategies
	How important are our eyes? Have a child volunteer to go into a storage closet and close the door. Then have the child come out and tell of his experience in the dark room. Discuss such questions as: What can you see with no light on? We must have light to see what goes on in our environment. Next, as a group, have students take tour of building blindfolded and discuss experience.

Additional Resources

Phase 6 - Recognizing What Senses Do
Yeshiva Primary Guide (pages 32-58)

Unit: Science
Area: Investigating the Senses

Objective (7): The student demonstrates his ability to use the sense of hearing to gather information about his environment.

Materials	Teaching Strategies
No special materials needed.	Discuss the sounds that occur in the school environment (e.g., the bells that determine when school starts; when it is lunch time; different class periods, etc.). Describe the sounds that tell us when we are in the lunch room (e.g., the clatter of pots and pans in the kitchen, the rattle of silverware, etc.). Sounds of traffic (e.g., cars whizzing by, horns, etc.).
A. Nature walk, experience chart. B. Recording of: 1. siren 2. crying 3. screaming 4. explosion 5. glass breaking Pictures displaying each of these terms.	A. Take children on a walk around school building or down the street. Before leaving, ask them to listen carefully for all sounds they hear. When children are in classroom again, make a chart listing the sounds which were heard and discuss meaning of each. B. Certain sounds mean danger or give warnings. Play the recording and let the children discuss each. Then with the pictures they can match the correct sound with picture.

Additional Resources

Phase 6 - Recognizing What Senses Do
Yeshiva Primary Guide (pages 60-83)

FILMED FROM BEST AVAILABLE COPY

Unit: Science
Area: Investigating the Senses

Objective (8): The student demonstrates his ability to use the sense of taste to gather information about his environment.

Materials	Teaching Strategies
Something sweet, sour, bitter, salty, cold, hot.	The teacher starts a discussion concerning the way things taste. We like some tastes better than others. What do we like? Do some foods taste better when salt or something sweet is added? Or when they are warmed or cooled? Let's see if we can name some foods by their taste alone. The students are blindfolded and identify what they are tasting by first telling if it is sweet, sour, salty, bitter and/or hot or cold.
Purified samples of gulf water, rain water, sulphur water, tap water.	Have each child taste the gulf water. "How does it taste?" (salty). Point out that rain water tastes good, sulphur water has a distinct taste because of its mineral content, etc. Follow up with film strips.

Additional Resources

Recognizing What Senses Do
Yeshiva Primary Guide (pages 85-99)

Unit: Science
Area: Investigating the Senses

Objective (9): The student demonstrates his ability to use the sense of smell to gather information about his environment.

Materials	Teaching Strategies
	Talk about different smells: Indoor smells - kitchen, science lab. Outdoor smells - country, city; gas station, restaurant, hospital Industry smells - factory, bakery.
Bottles containing liquid. Pans containing spices. Small amounts of the following: vinegar, ammonia, water, perfume, other common aromatic substances.	Fill little muffin pans with dry spices - pepper, cinnamon, cloves, cocoa, etc. Students while blindfolded, are given the opportunity to compare the odors of different substances. Students attempt first to identify substances only by smell. Next, students are given a look at the substance and told what it is while smelling it. Finally, student again attempts, while blindfolded, to identify common substances.

Additional Resources

Phase 6 - Recognizing What Senses Do
Yeshiva Primary Guide (pages 104-122)

Unit: Science
Area: Investigating the Senses

Objective (10): The student demonstrates his ability to use the sense of touch to gather information about his environment.

Materials	Teaching Strategies
Give each student or each group an object that is found in his environment - a leaf, a rock, a piece of wood, etc.	Let each student or group of students describe the object in front of him using the sense of touch as the mode of gathering facts about it.

Additional Resources

Phase 6 - Recognizing What Senses Do
Yeshiva Primary Guide (pages 125-142)

Unit: Science — Objective (11): The student recognizes that a force is needed to push or pull.
Area: Investigating Force and Motion

Materials	Teaching Strategies
Any object, such as a book, box, chair, table, etc. Magnet (large as possible), objects children bring in. Crayons, drawing paper. Large box, paper fish, stick, string, paper clips, magnets. Films: Magnetic Fields (538.7) Magnetic Force (538) Magnetism (537.2) Books: Mickey's Magnets Magnets	Teacher asks children to move the object back and forth. Explains that anything needed to move the object is "force", even a current of air or breath which will move light weight objects, such as a piece of paper or a feather. Write on bulletin board- "Magnets attract many things." Let children experience whether or not their objects will stick to the magnet. If so, use on bulletin board. Art - draw a cowboy out of a horseshoe magnet (the magnet being the legs of the cowboy.) Game - put paper clips on nose of fish and tie magnet to string. Box will serve as pond and children will fish with magnet on line instead of hook.

Additional Resources

Unit: Science
Area: Investigating Force and Motion

Objective (12): The student demonstrates that a push or pull is needed to make something move.

Materials	Teaching Strategies
Ball, table, string, yardstick.	Put the ball in the center of the table with the string tied around it. Ask a child to pull the string - the ball will move. Remove the string and give a child the yardstick - ask him to push the ball with the yardstick - the ball will move. NOTE: As long as something is not pulling or pushing the ball, it remains still.
String, stack of books.	First, have each student push his own book. Discuss what happens. Second, tie a string around several books. Pull them toward you. Again, discuss what happens.
Magnet, corks (2), needles, bowl of water.	Rub one needle on the positive side of the magnet. Place the opposite end in the cork. Rub the other needle on the negative side (remember to always rub in the same direction). Place the opposite side in the cork. Place both corks in the water. Bring the positive side near the positive magnet - discuss what happens. Bring the negative side of the magnet toward the cork - discuss again. Repeat above experiment, using the corks.
Assemble several objects of different size, shape, color and weight (i.e., feather, block, pencil, chair, etc.)	Point in the direction you want object (one at a time) to go. Tell object to go where you want it to go. Show object the direction you want it to go by moving hand or walking from one spot to the other. Push object in direction you want it to go. Pull object in direction you want it to go.

Additional Resources

Unit: Science
Area: Investigating Force and Motion

Objective (13): The student recognizes that a force is needed to stop something that is moving.

Materials	Teaching Strategies
Tennis ball Tennis racket Baseball bat Dart Dartboard Toy parachute	1. Roll tennis ball. Have someone stop it with his foot. 2. Roll tennis ball. Let it be stopped by wall. 3. Throw tennis ball. Let it be stopped by someone holding racket. 4. Same as 3 (if indoors, use tennis ball rather than baseball). 5. Throw dart at dartboard. Let it be stopped by dartboard. 6. Throw dart into space. Let it be stopped by falling to floor. 7. Toss parachute. Let it be stopped by a hand. 8. Toss parachute. Let it fall to floor.
Marbles	Assuming the child knows what "force" means, roll some marbles at him. The ones he catches will stop and the others will keep on going. He becomes the "force" necessary to stop the moving marbles.
Schematic drawing of hydraulic brake system of a car. Opaque projector. (It would help if the children could see a car braking)	Show how the push (force) on the brake pedal forces the fluid to push (another force) the drum and cylinders of the brakes together to create friction (force) on the spinning wheels and stop the car.

Additional Resources

Unit: Science
Area: Investigating Force and Motion

Objective (14): The student recognizes that the force that pulls things down is gravity.

Materials	Teaching Strategies
Small stepladder. Apples.	Present the story of Newton's Law to the children in an interesting way; film, story with pictures, or discussion. Take class outside and have them climb small ladder and drop the apples and observe. Next, have the children pick up the apples, explaining that gravity pulled them down and in order to get them back they must lift them from the ground.
Ruler, string, pencil, scissors.	Suspend pencil on a string from a ruler. Ask one child to hold ruler, another to cut string. Repeat activity with different objects. Ask why the object always falls down. Explain that gravity - the pull of the earth - does it. Name other things gravity pulls to the earth. (example: rain, leaves, balls, etc.)
6 to 7 books, all approximately the same size.	Have a few children stand in front of room; start putting books in their hands. Have them tell how they feel as the books are being added. Ask where their hands go when books are being added. Call attention to the downward movement and the pull of gravity. Tell them to lift books over their head - call attention to overcoming gravity by lifting objects up.

Additional Resources

Unit: Science Objective (15): The student recognizes that the force that slows things down is friction.
Area: Investigating Force and Motion

Materials	Teaching Strategies
Wagon	Remove the front wheels from a wagon. Place a child in the wagon and have another pull it. Give each a chance to pull it. Put on wheels and have each child pull it while another child is seated in it. State that the first caused friction, the second did not. Have children take off shoes and slide with socks on. Then have them remove socks and slide barefooted. Call attention to effects of friction when barefooted as compared to having socks on.

Additional Resources

Unit: Science Objective (16): The student names the force that is used in a number of situations.
Area: Investigating Force and Motion

Materials	Teaching Strategies
Assorted objects	Set up a series of events involving one or more major forces. Have student identify the major forces (i.e., push, pull, gravity, friction).
Rulers, fulcrum, weights, flagpole.	Slide various objects along floor. Child should observe that a push is needed for lever to work. A pull is needed for pulley.
Assorted objects to drop.	Objects dropped always move down because of gravity. Objects slid along the floor eventually stop because of friction between object and floor.
Objects in the classroom; furniture.	Command a chair to move from one side of the room to the other. Dramatize the fact that the chair won't move on its own. Direct a discussion on how to get the chair moved. Someone will suggest that someone will have to provide the force to move the chair, if it is moved.

Additional Resources

Unit: Science Objective (17): The student demonstrates that a lever can make lifting easier.
Area: Investigating Force and Motion

Materials	Teaching Strategies
Pencils, rulers, small glass, large glass, blocks of wood, stones (arranged on a table).	1. Make a see-saw with a ruler using a pencil for the fulcrum. Use a large glass for the weight. Show that a small glass can lift a large one if the fulcrum is placed so that there is a long force arm. Discuss terminology of lever principle. Allow children to practice with their own rulers and pencils on other objects in the room. 2. Repeat the above, using your finger for the small glass to feel that lifting the glass becomes easier the nearer the load is placed to the pencil. Make one end of the lever very long. Put a small glass on the short end. You can lift it just by blowing on the long end.
Playground see-saw	Have a student try to lift another student. Call attention to fact that the student is heavy and can't be lifted by his fellow student. Have same student sit on see-saw and the other student sit on opposite end. He can now lift the heavy student by means of the see-saw acting as a lever.
Playground see-saw, ruler or yardstick.	Take class to playground. Have one child try to lift another, then have children use the see-saw (or teeter totter). This will demonstrate how the lever works. Inside the classroom use a ruler or yardstick over a fulcrum to demonstrate that lifting can be done more easily by using this method.

Additional Resources

Unit: Science
Area: Investigating Force and Motion

Objective (18): The student demonstrates that a magnet has a force that pushes or pulls some things.

Materials	Teaching Strategies
Two magnets; assorted magnetic objects.	Show that a magnet will pull assorted objects. Introduce a second magnet. Allow child to experiment to see if he can push (without touching) one magnet while using another magnet.
Magnet, paper clips, paper boat, sheet of glass.	Have children make a paper boat. Put paper clip in it. Place it on sheet of glass and move magnet under glass so boat will move.
Magnet Group I - Paper, wood object, piece of cloth, eraser Group II - Pin, scissors, lipstick, paper clip, nail, needle.	Show that a magnet only attracts certain metal objects (Group II) and has no attraction for non-metal objects (Group I). Teacher demonstrates with objects spread on a table, that magnet will pull any article in Group II across the table. Allow children to experiment.
Piece of plastic, metal, wood, two magnets.	Have children put different objects on a table top and bring magnet close to the objects. The children can then see whether the magnet draws any of the objects.. If two magnets are available, have the children try the same experiment with the magnets.

Additional Resources

nit: Science
rea: Investigating Animals

Objective (19): The student can describe how assorted turtles are alike.

Materials	Teaching Strategies
onstruction paper turtles of sorted shapes and sizes and olors (try to make them look airly realistic).	Display the turtles on a bulletin board. Include a stream, grass, etc. Head a discussion of the turtles. Elicit responses about color, size, shape, parts. Make a list on board of like characteristics. Let the children cut the different parts of a turtle from construction paper and paste together. Replace the teacher's turtles on the bulletin board with those made by students.
ictures of live turtles ounted on oak tag (at least or 4).	Display pictures of turtles where the whole class can see them. Ask, "Are these turtles alike?" Encourage children to name characteristics which are different - color, size. Next, ask the children, "How are the turtles the same"."Name something which every turtle has." List similar parts. Let the children color a picture of a turtle. They should include shell, legs, head, tail.
wo live pet turtles; one land ortoise.	Put up a chart for each type of turtle. Have children observe all turtles and as they discover facts, list them on the appropriate chart. After five days, make one list of things that are true of both types.
ve turtles of assorted shapes d sizes (at least two).	Look at each turtle with the class. Discuss color, size, parts (head-legs-body-tail, etc.) Later, place turtles where the whole class can see them. Ask, "Who can name something that both our turtles have?" Write an experience chart listing how the turtles are alike.
Small dinosaur turtle in turtle dish. Pictures and/or posters showing various types of turtles. Filmstrips which show and discuss characteristics of various turtles. Dittoes showing different turtles and characteristics.	Bring turtle into the classroom and give the children a chance to watch it, the day before lesson on turtles is begun. Introduce turtles by a discussion with the children of what the turtle in the classroom looks like, what it does, etc. Discuss various types of turtles and the similar characteristics. Use pictures and filmstrips to demonstrate and stimulate discussion and general interest. Hand out dittoes and discuss; have children demonstrate their learnings through their work.

Additional Resources

Unit: Science
Area: Investigating Animals

Objective (20): The student names some of the life activities of turtles.

Materials	Teaching Strategies
Film strip, My Turtle. (Nina Harris film strip 488).	View film strip with class. Discuss. Elicit responses pertaining to what a turtle does all day long.
One live turtle, food, turtle bowl.	Introduce new pet to classroom. Let them name him. Discuss with children what the turtle will need. Make a chart showing what each child will do for the turtle over a period of one week. Be sure each child has an opportunity to feed, clean, and take care of the turtle. At the end of a week, write an experience chart about the turtle. Include what the turtle does all day and what the children must do for him.
Live turtles, 2 small water turtles (pet store). One land tortoise (golpher). The terms turtles and tortoise are interchangeable in USA. Actually, turtles live in salt water, tortoises in fresh or no water.	Observe the turtles for several days. As children discover what turtles do, list them on two experience charts. At the end of 5 days, read the two experience charts and generalize for higher thoughts.
Teach song: (or as a poem). "There was a little turtle Who lived in a box. He swam in a puddle, He climbed on the rocks. He snapped at a mosquito; He snapped at a flea; He snapped at a minnow: And he snapped at me. He caught the mosquito, He caught the flea, He caught the minnow, But he didn't catch me!"	Discuss song. What did the turtle do? Where did he live? Where did he swim? Why did he snap at mosquito? flea? minnow? Act out the song. Use pictures to show some of the things a turtle does.
1. Films or film strips on turtles. 2. Pictures of turtles. 3. Life cycle of turtles ditto sheets for students to color.	After showing films and pictures of turtles, talk about facts that turtles all reproduce by laying eggs; they all breathe by using lungs and they use their shells for protection. Use ditto sheets to have children color in life cycle of turtles, have them draw a line from beginning of life (egg) to adult turtle.

Additional Resources

Unit: Science
Area: Investigating Animals

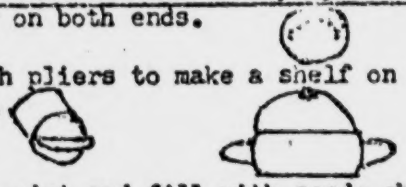
Objective (21): The student can describe how assorted birds are alike.

Materials	Teaching Strategies
Two students. Two pictures of birds alike except for color. Two pictures of birds of different size, shape and color.	Bring two children to the front of the room. Help students name all the likenesses they see in relation to physical appearance, walking, talking, and eating. List likenesses on the board. Present two pictures of birds alike except for color. Have students name all they can, then remind them of others, if any. Present two pictures of birds that are very different. Only students should name likenesses. List likenesses and generalize information.
Feathers, pictures.	1. Have children touch feathers, notice color. 2. Have children look at various pictures of birds - films and slides.
	Allow children to observe bird characteristics and discover for themselves. Ex. bring chicks into classroom or take a nature walk and watch birds, their homes and habits. Bring in films and filmstrips about birds. Use programmed tapes on the characteristics and activities of birds.
Book - Birds of North America. (Golden Field Guide). A Field Guide to Birds, Peterson. Films on birds - water, land, country, city. Adventures of birds, Whitman work book.	4 characteristics of all birds: wings, feathers, warm-blooded, legs and feet. Kinds of bills or beaks - no teeth. Seed-eater, insect-eater, meat-eater, nectar-eater, spoon strainer, fish-long pointed, hooked. Nests, eggs, coloring and markings. Where they live: land, water, trees. Legs - feet. Legs - long, short. Feet: perch, climber, water (web), scratcher, claws (tear), migratory, resident (Florida birds).

Additional Resources

Unit: Science
Area: Investigating Animals

Objective (22): The student names some of the life activities of birds.

Materials	Teaching Strategies
	Introduction - Collection of Colored pictures. Compare the needs of birds to those of boys and girls: Food, Shelter, Clothing. Food - all kinds of birds need food and water. all kinds of birds get food from land and/or water - eating habits very much alike. Shelter - all birds need protection from weather and danger. All birds build nests or live with others. Nests protected by leaves, branches, shrubs, eaves, barns, etc. Roost in protected area when not nesting. Clothing - all birds have feathers. Size and color of feathers vary. Feathers protect from cold and heat. Reinforcement: Film, filmstrip, creative drawing, etc.
A wall chart with birds doing different activities,ie., building a nest, flying, sleeping, singing, feeding young.	1. Ask children what are some of the things the children do everyday. Write the activities on the blackboard. 2. Bring out the wall chart and ask what are some of the things that people do that birds also do. Compare these activities to the people activities on the board. 3. Ask what things the birds do that people can't do. List those on the board.
Bird seed, old coffee cans, spray paint (non-leaded), can opener, pliers, string.	Open cans half way on both ends. Bend ends down with pliers to make a shelf on both ends - paint - when dry tie string through top of can  Hang from vantage point and fill with seed; chart birds and types of seeds consumed; how they eat, etc.

Additional Resources

Unit: Science
Area: Investigating Animals

Objective (23): The student can describe the life cycle of assorted insects.

Materials	Teaching Strategies
	1. Secure insect eggs for use in class study. 2. Observe the feeding habits of larvae. 3. Observing the pupae stage by cutting open the cocoon and taping the pupae stage of insect inside cocoon on glass. The open side should be next to glass side. 4. Observe the adult insect and characteristics. 5. You may even observe the mating and reproduction cycle of insects.
Slide carousel, colorful books of insects.	1. Point out outstanding characteristics as its slide is shown. 2. Allow children to identify particular species from books. 3. Allow discussion, likes and unlikes of moths and butterflies as well as other insects.

Additional Resources

Unit: Science
Area: Investigating Animals

Objective (24): The student names some of the life activities of insects.

Materials	Teaching Strategies
Butterfly Botanists, film, Coronet Films, 1947.	Watch film, paying close attention to eating activities, metamorphosis, etc. Discuss film.

Additional Resources

Unit: Science
Area: Investigating Animals

Objective (25): The student can describe how different kinds of animals are alike.

Materials	Teaching Strategies
Several pictures of animals.	Have children look at the pictures and name parts of the animals that are common to all. Ask - How do you know they are alive or were living?
Pictures of animals, chalkboard, chalk, film.	Motivation - Show pictures of different types of animals. Talk about names and their physical characteristics. Show film - Introduce film and have children look for ways in which the animals are alike. After film, have a class discussion about similar and different characteristics. Write children's responses on board.
Plastic models of animals, or flannel board pictures of: dog, lion, bird, snake, cow, pig.	Look at the animals. We're going to find out what makes them alike. Does a dog move? How? Does a snake move? How?, etc. Do all animals move? Does a dog eat? What does he eat? Does a lion eat? What?, etc. Do all animals eat? Also develop concept of breathing, having young and making homes.

Additional Resources

Unit: Science
Area: Investigating Animals

Objective (26): The student can describe how dinosaurs are like other animals.

Materials	Teaching Strategies
Pictures of: farm animals, zoo animals, dinosaurs.	1. Place pictures in front of students. 2. Have students tell the things that are the same among all the animals. Elicit: They all have eyes, mouths, legs, etc. 3. Have students tell the things that all these animals can do. Elicit: They all can see, eat, walk, run, hear, sleep, have babies. 4. Discuss with the children the fact that even though these animals look and are different, there are certain things about them that are the same.
Museum trip.	Look at bone structure of dinosaur with particular attention to spine - hands and feet - skull (eyes, nose, mouth). Compare to other reptiles and to own skeleton.

Additional Resources

Unit: Science
Area: Investigating Animals

Objective (27): The student names what some of the life activities were for dinosaurs.

Materials	Teaching Strategies
Bulletin board with picture of dinosaur. Display of dinosaur books. Filmstrips and films.	Recognize different dinosaurs and their names and characteristics. Model out of clay or draw or make cut-out. History - place in history. Life style of dinosaurs and characteristics: 1. What they ate. 2. Reproduction (eggs) 3. Footprints 4. Shape 5. Size.

Additional Resources

nit: Science
rea: Investigating Animals

Objective (28): The student groups assorted pictures of animals according to likenesses and differences.

Materials	Teaching Strategies
. Color pictures of various nimals. . Ditto masters and paper.	Obtain color pictures of the various animals to be discussed in the lesson. Wherever they are obtained, from magazines, etc. they should be large enough for each student to see from his seat when displayed on the bulletin board. The criteria of likenesses and differences can be varied according to the ability of the class. With respect to evaluating what the student has learned, if the class is large it will be difficult to ask each student to verify which animals fit each of the criteria selected. Therefore, ditto's may be made in which several animals are shown for each question. The student can circle the animals that meet each criteria of likeness or difference. A more advanced class might list only numbers that have been assigned to each animal on the bulletin board or on his paper. The following criteria might be considered about the animals listed: Horse Cat Snake Alligator Fly Cow Chicken Beetle Bee Bat Dog Fish Bird Worm A. Likenesses - which animals have: fur, blood, ribs, hooves, wings, bone, ears, eyes, legs and feet; or which animals fly or lay eggs. B. Given a set of animals, ask the student to describe differences.
ollection of animal pictures. agazines, old science book.	1. Collect pictures of as many different kinds of animals as is possible. 2. Sort and discuss how some are the same - others different. 3. Make charts and/or notebooks on each animal group.
ictures of categories and types f animals.	Show a picture to the class. Give them two or three minutes to allow them time to write down or establish in their minds the characteristics of that particular animal. After the time limit, call on someone to give his characteristic. Have class correct the inaccurate information given by the student.

dditional Resources

:it: Science
:ea: Investigating the Earth

Objective (29): The student can describe the shape of the earth.

Materials	Teaching Strategies
. Globe. . Ball . Pictures showing how things disappear in the distance. Pictures taken from rocket ships on their trips to the moon.	Pupils move globe on axis. Pupils can determine roundness of earth by seeing pictures showing ships disappearing in distance. Also can see this from own experience. Pupils can see pictures taken of the earth from the space ships. Relate to the student that our space men have seen the earth is round just like you seeing a ball is round.
ll or orange. ctures of the earth, of tronauts trip to the moon. ocks with various shapes presented.	Assign a name to each of the basic shapes represented by the block forms. Work on memory recall for correct identification of shape.

ditional Resources

Unit: Science
Area: Investigating the Earth

Objective (30): The student can identify the natural materials that make up the earth: rocks, water, air, plants, animals, sand and soil.

Materials	Teaching Strategies
Samples of different types of soils, different rocks, different plants, water, and pictures of animals.	Use discussion and demonstration to learn about different types of materials.
Cookie sheet, five pieces of glass, plaster of paris, tape, soil, gravel, sand, vermiculite, charcoal, a log, plants, moss, fern, violet, water toad.	1. Plan a class project for building a terrarium. 2. Build the terrarium slowly, explaining the interdependence of the natural materials. 3. Have students participate in a simple quiz - looking into the terrarium and naming all of the natural materials.

Additional Resources

Unit: Science
Area: Investigating the Earth

Objective (31): The student can relate the directions up-down relative to the earth.

Materials	Teaching Strategies
Large globe, small cut-out people with feet sticky. Pictures of people from various locations around world.	Have student stand up and point down - discuss what he is pointing to - shoes, floor, ground, earth. Point up - discuss what he is pointing to: ceiling, sky. Place cut-out figure, feet earth, head sky, on Florida on globe. Show pictures of people around world. Repeat procedure with cut-out figure. After, show each has feet on earth (down) and head sky (up).
Globe, flat map.	Show the pupils a globe or flat map and mark the equator with a piece of tape; then explain that everything above the line is up and below it is down.
Slides, pictures of earth and planets.	Very basic introduction, e. g., elevators go up and down. Proceed to stars, planets, rockets, space vehicles. Directions - N. E. S. W. Up - right, down - left. Poles.

Additional Resources

Unit: Science
Area: Investigating the Earth

Objective (32): The student can describe how rocks are different.

Materials	Teaching Strategies
One shoe box per child, paper, paint.	1. Let every child have a shoe box, go outside and collect rocks. Take the boxes inside and dump them on the table. Pass rocks around; have each child describe rocks, write words on board. Group rocks into different categories, e. g., smooth, rough, etc. 2. Have children paint pictures of rocks and where they come from.

Additional Resources

Unit: Science
Area: Investigating the Earth

Objective (33): The student can describe how sand and soil are made.

Materials	Teaching Strategies
Sand, microscope, small rocks, hammer, rag, soil, dead leaves, dried clay, water.	Have students look at sand under microscope and describe what they see. Take small rocks, wrap in rag and smash with hammer into smaller pieces. Have students look at under microscope - made sand. Discuss how rocks are broken up to make sand in nature. Have students look at soil under microscope - describe what they see. Take portions of ingredients and mix up soil - discuss how this happens in nature.
Rocks, salt, water, sandpaper-very rough.	Put salt in water so that it is like sea water. Put rock in jar of salt water. Shake it back and forth so it looks like waves. Say: "Millions of years go by. Water is very strong. Rocks rub together after they break off cliffs". Rub sandpaper together and collect grairsthat fall off. Say: "As grains rub together they get smaller and smaller and move to top because rocks are heavier".
Water from aquarium, grass, leaves, glass jars (3), with lids.	Two months before lesson make up jar of water and leaves - 1/2 full. Set in room with cap sealed. Three weeks before lesson make up second jar. Set out microscopes. Put drop of water from jar #1 on slide for students to observe. Let them see you put drop on slide. Day of lesson (2 days). Students make up jars of their own. Make predictions day 2 - take drop of jars #1, 2, and 3; look at each under microscope. Smell all 3. Say: "As dead plants decompose, they slowly turn to a soil-like mixture. If we put rocks in, the black helps turn the rocks to topsoil."
4 ounces of dirt.	Show that this dirt will dissolve when water is run over it. Have a cheese cloth under the dirt which is covering a can with the dirt on the cloth. The particles left after the sand is dissolved will be the soil.

Additional Resources

it: Science
ea: Investigating the Earth

Objective (34): The student can identify pictures of rivers, lakes, mountains, hills and oceans.

Materials	Teaching Strategies
urces for pictures: . textbooks . school library . current magazines, Travel, Holiday, National Geographic, Look, Life. . Travel bureau poster. . Old calendars . Travel sections from newspapers. e opaque projector. ost on bulletin boards.	To encourage students to really look at pictures, ask "What do you see?", "What else do you see?" What do you see that you don't understand? Ask about the details of the pictures. Use large pictures. Use color pictures.

dditional Resources

Unit: Science
Area: Investigating Yourself

Objective (35): The student can describe his own unique personal characteristics of his body.

Materials	Teaching Strategies
Large sheet of paper, magic marker, paints or crayons.	a. Have student lie down on the paper and another student draw his outline with the magic marker. b. Have the student describe his own physical characteristics while looking at his own outline. c. Give the student paints or crayons and have him draw in the details of his physical characteristics on the outline.
9" x 4" sheets paper, brown and white. Scissors, crayons, (optional - colored paper)	Preparation: Student is traced while lying on paper (Activity: student may cut out). Activity: Student completes body cut-out in terms of body parts and clothes. Pre-view and Post-view activities: identifying parts of self in mirror.

Additional Resources

Phase 4 Recognizing the Body
Yeshiva Primary Guide

nit: Science
ea: Investigating Yourself

Objective (36): The student can compare his physical characteristics to the physical characteristics of others.

Materials	Teaching Strategies
hildren, paper, crayons, ape measure, yard stick, cale.	Each child has a partner. A draws B, B draws A (on newsprint)(life-size if possible). He approximates color of hair, eyes, skin w/crayon. (Child can lie down on paper and have partner trace around him). Teacher can measure heights (marking on paper on wall) and weights (if scale available).
. bathroom scales . yardstick. . tape measure . grid chart x. students' names y. students' measurements and weight, height. . Figure type charts from pattern catalogue (McCalls, or Simplicity).	This lesson can be most effective used at the beginning of a sewing unit on clothing construction. The teacher should demonstrate how to measure height, weight, and figure type and record on the student grid chart. Have the students choose a partner and practice measuring each other.

dditional Resources

Phase 4 Recognizing the Body
Yeshiva Primary Guide

it: Science
ea: Investigating Yourself

Objective (37): The student demonstrates his ability to use the proper part of his body to perform specific tasks.

Materials	Teaching Strategies
ild with good dexterity, nds and feet. Pencil, ll, small object with ndle.	Ask one student to remove shoe and sock. 1. Have student pick up handled object with foot, then hand. 2. Have student pick up pencil with foot, then hand. 3. Have student pick up ball with foot, then hand. Discuss why different things in environment are made the shape, size, etc. List parts of body that do specific tasks, i. e. head, (holds hat, catcher's mask), foot (holds shoe, easiest to walk on). Hand, arm, waist, neck, fingers.

ditional Resources

Phase 4 Recognizing the Body
Yeshiva Primary Guide

nit: Science
rea: Investigating Yourself

Objective (38): The student can name the body systems and their parts.

Materials	Teaching Strategies
. model of a heart, lung, etc. . microscope. . bones . old x-ray pictures . stethoscope . films (on the body) . pictures	To understand yourself and the human body your pupils must know about its parts and functions. Start a discussion by getting pupils to talk about the parts of the body they know about. Have pictures on hand to show. Prompt them to ask questions about their own bodies. Write these questions on the chalkboard and transfer them to a chart entitled "What We Want to Know About Our Body". Lead a discussion on the subject "Is Man A Machine?" Keep the discussion going by making such statement as: 1. You can turn a machine off but the human body is always working. 2. The human body can repair itself; a broken machine must have a new part. Have pupils relate their own experiences or the experiences of others in regard to broken bones. Review the vocabulary as you work through the unit.
x6 ft. sheet of light color aper previously outlined with a tudent as model. Previously rawn to fit (with opaque pro- ector) systems, with parts hereof cut separately., e.g., igestive system: teeth, sophagus, stomach, liver, all bladder, small intestines, arge intestines, rectum, and nal opening. Other systems ould include the circulatory ystem and the respiratory ystem.	Have class name a system, then tell what its basic function is, then have individuals place parts of system in place on life-size diagram. Having drawn the complete materials themselves, students should have background knowledge for this activity which would culminate the unit.

dditional Resources

Phase 2 Maintaining Body Functions
Yeshiva Primary Guide, pg. 26 - 72.

Unit: Science
Area: Investigating Yourself

Objective (39): The student can locate the body system parts.

Materials	Teaching Strategies
Body outline, internal body parts, paper heart, pair lungs, stomach, etc.	Take the parts that belong to a system - blood system, heart, veins, arteries, blood. Put these on the body outline in proper place. Food system - mouth, food tube, stomach - Place these on body outline in proper place. Repeat with other parts and systems.
Modified perceptual motor survey test.	Various movements of body parts by demonstration and have student copy movements, ex. left arm up, right arm up, etc. Roll right and left. Step over stick. Walks backward, etc.
Large pictures of man, woman, boy and girl.	1. Point out the body parts in the pictures and name them as the parts are pointed out: i.e., hand, forearm, upper arm, etc. 2. Have children identify on a one to one relationship the part in the picture to the part on their own body - naming each part as they identify it.

Additional Resources

Phase 2 Maintaining Body Functions
Yeshiva Primary Guide, pg. 26 - 72.

nit: Science
rea: Investigating Yourself

Objective (40): The student can describe how to take care of each body system.

Materials	Teaching Strategies
. Charts on food groups, need for rest by ages, and exercise schedule. . Demonstration and picture chart of exercises. . Resource person: a. M.D. b. professional athlete c. home economist.	1. Class discussion on the necessities of proper foods, plenty of rest and adequate exercise. 2. Demonstration and class participation in individual exercises. 3. Use resource person,ie., professional athlete or medical doctor, make a talk or show film to the class.
isuals of body systems - igestive; saliva - 10 ml, iece of soft candy straight sugar is faster), ino acid - 1 ml.	Obtain from one student about 10 ml of saliva. While student is doing this, discuss with others; eating habits, nutrition, diseases from improper eating, teeth. Say "teeth grind up the food and the saliva gets all over it". "Then you swallow it". Travel on visual to stomach. "In the stomach there is a liquid that helps even more". Bring in other body organs (pancreas, liver, gall bladder) if interest is good. Tell student,explaining to him that shaking is action of stomach muscles inside stomach to move food around. Set jar aside after observation to see in 24 hours. Next day explain excretory system from same jar.

dditional Resources

Phase 2 Maintaining Body Functions
Yeshiva Primary Guide, pg. 74.

nit: Science
rea: Investigating Yourself

Objective (41): The student can describe what our bodies need in order to keep them working properly.

Materials	Teaching Strategies
harts to represent basic foods. hildren exercising or playing. hildren drinking water and laying in the sunshine. ke chart to represent each ea. Basic Needs: Food, r (sunshine), Water, ercising.	Show charts and talk about each need: 1, Food, 2. Air (sunshine), 3. Water, 4. Exercise.

ditional Resources

Phase 2 Maintaining Body Functions.
Yeshiva Primary Guide

nit: Science
ea: Investigating Yourself

Objective (42): The student describes how clothing helps in body maintenance.

Materials	Teaching Strategies
ey, scarf, gloves.	1. The class would do an experiment by several members of the class sitting in the classroom with a scarf, coat, and gloves. After a certain amount of time we would discuss together how the person feels and why he feels that way. 2. We would then reverse the process and remove the clothing along with as many of our own personal clothing as possible. We would then discuss how the person feels and why.

ditional Resources

Phase 2 Maintaining Body Functions.
Yeshiva Primary Guide

nit: Science
rea: Investigating Yourself

Objective (43): The student describes symptoms of body malfunction.

Materials	Teaching Strategies
unny nose (if possible), leenex, thermometer.	Role playing: 1. Child has runny nose. 2. Take temperature 3. If very high call doctor. 4. If normal - stay home - take aspirin - drink juice. 5. Show how to blow nose and throw dirty kleenex away.

dditional Resources

Phase 2 Maintaining Body Functions
Yeshiva Primary Guide

Unit: Science
Area: Investigating Yourself

Objective (44): The student describes the sources of medical help for the body.

Materials	Teaching Strategies
First Air Kit, bandaids, gauze, tape, cream, etc.	Have materials displayed on table. As the class discusses each item talk about similar items found in their homes. Relate effective usage versus incorrect methods. (using other medicine, taking drugs unnecessarily). Lead the discussion toward steps in taking care of minor cuts, etc. 1. clean w/soap, 2. cream, 3. bandage.
Several different First Aid kits, complete with: various salves, ointments, sprays, plastic bandages, splints, inhalators, oxygen respirators, etc. Pictures and instructions for the varying types of medical aid.	Teacher starts with "simplest" First Aid Kit asking students to identify contents; then progressing to knowledge of purpose of each item. As students learn items and purpose, students may demonstrate use, using each other as models under supervision. Teacher may simulate a situation which calls for each student to react.

Additional Resources

Unit: Science Objective (45): The student identifies some of the common sounds.
Area: Investigating Sound and Light

Materials	Teaching Strategies
Wollensak Teaching Tape, "Sounds at Home" #Tt0026.	Play tape and have children identify the various sounds they hear.
Tape recorder.	Tape common sounds around the house and on way to school (ex: train, water dripping, car honking, dog barking, kids moving their chairs away from desks, pencil sharpener. Have students raise hands and identify the sounds.

Additional Resources

Unit: Science Objective (46): The student identifies the sounds that are loud, soft, high and low.
Area: Investigating Sound and Light

Materials	Teaching Strategies
	Give examples of each sound, soft, loud; compare with one another. Children might use instruments or records or use their voices. Give examples of each pitch, high, low; compare with each other and have children demonstrate types.
Piano or Auto Harp or Record Player, or taped material.	Play loud and have children clap; when playing softly, children are quiet. Play high notes. Play low, bass notes.

Additional Resources

Unit: Science

Area: Investigating Sound and Light

Objective (47): The student produces various sounds by pounding, plucking, rubbing and blowing.

Materials	Teaching Strategies
Knife for cutting cardboard box. Box-cigar type, rubber bands varying weights. Fine and coarse sandpaper glued to wooden blocks, straws varying lengths, coffee cans, sticks, plastic jugs and bottles.	Cut notches in the two short ends of box. String rubber bands between end - pluck with fingers. Note various tonal qualities from different weight bands. Rub sandpaper blocks together, stressing rasping sound. Pound on cans with sticks for drum sound; blow across mouths of jugs and bottles; notice difference in sound produced from small and larger size opening. Blow on straws, different lengths for different tones.
Wooden blocks, sticks of modeling clay, music record, pepper beads, electric fan, small squares of sandpaper, eggbeater, rocks, heavy wash bag, metal hammer, pencils, plastic straws, whistle (plastic or metal), piece of toweling or piece of sheet for blindfold (to cut distractions).	Arrange materials on table in groups to make: school sounds, home sounds, city sounds, animal sounds, music tones; students choose materials to produce actual sound.

Additional Resources

nit: Science

ea: Investigating Sound and Light

Objective (48): The student describes what is needed to hear.

Materials	Teaching Strategies
Model of ear, filmstrips of hearing, discovery experience (Art), feeling experience, experiments with sound. Games.	Allow the children to feel each other's ear as well as their own. Guide them in describing the ear. Each student should draw the ear as he sees it. Bring in a model of the ear allowing children to talk about and explore the model asking any questions. Show and discuss films or filmstrips related to the objective. Use games to detect the causes of sounds and/or location of sounds. Use a tuning fork and a drum to demonstrate vibration. Allow child to feel the fork and the drum. Associate the drum with the ear drum. Use water waves to demonstrate sound waves or vibrations. Review: 1. Something vibrating producing sound, ex: string. 2. Something to carry vibrations, ex: air. 3. Something to receive vibrations, ex: ear.

ditional Resources

Unit: Science

Area: Investigating Sound and Light

Objective (49): The student identifies some sources of light.

Materials	Teaching Strategies
Pictures of: sun, moon, stars, light bulb, flashlight. Bring in lightbulb and flashlight.	Brainstorming time: Teacher asks questions "What things give us light?" If children don't understand, ask "What gives us light in the daytime?" "What gives us light at night?" "What things inside your house give us light?" "What can you carry in your hand that gives us light?" Then, reinforce by showing pictures of these objects that give us light.
Get out pictures of many sources of light. Mount them with felt tape for the felt board.	Put pictures up on felt board and see if children can identify them as sources of light. Discuss each picture, then all pictures as a group, bringing out likes and differences.

Additional Resources

nit: Science Objective (50): The student demonstrates how white light is made up of many colors.
rea: Investigating Sound and Light

Materials	Teaching Strategies
Filmstrip projector, glass prism, picture of rainbow.	Turn lights out and shine filmstrip projector light. Talk about color of light, colorless but called white light. Place prism △ in path of light. Move prism around until rainbow is produced somewhere in room. Draw above picture on board; discuss light bending as it passes through prism and breaks up white light into colors of rainbow. Discuss raindrops as prisms.

dditional Resources

Unit: Science
Area: Investigating Sound and Light

Objective (51): The student demonstrates how red, yellow and blue, when combined, produce various colors.

Materials	Teaching Strategies
Filmstrip projector, sheets of red, yellow and blue cellophane each mounted in frame.	Turn out lights. Place sheet of red cellophane in front of filmstrip projector. Repeat, using each color. Combine R & Y and place in front of projector. Combine Y & B and place in front of projector. Combine R, Y, B, and place in front of projector. Discuss each experience.
Tempera paints in paper cups. Plastic spoons, newsprint.	Give each child a piece of newsprint and a cup of each color paint. Have them combine small amounts of red and yellow to produce orange. Let them demonstrate how changing the amounts changes the shade. Do the same for yellow and blue to produce green. Let students make a color wheel.
Water colors Tempera Pans Brushes Paper	More Less Combination. Each child will experiment by combining colors of more or less quantity, to produce various colors.

Additional Resources

nit: Science Objective (52): The student describes what is needed to see.
rea: Investigating Sound and Light

Materials	Teaching Strategies
Ceiling lights in the classroom. Shades if you have windows. Each child has a pair of eyes.	Classroom discussion of night and day. Causes of light and dark - compare. Turn lights on to represent the sun. Discuss the reaction of the eyes to light. Close them and all we see is dark.
. large picture of head. . Ditto sheets of head, leaving out eyes.	Have children describe the eye, mentioning eyeball, eye lid, eye lashes and eye brow. Teacher then draws eyes on head. Students then do same on their individual work pages.

dditional Resources

Unit: Science
Area: Investigating Plants

Objective (53): The student names three uses for each part of the plant: roots, stems, leaves, flowers, fruits, and seeds.

Materials	Teaching Strategies
Provide pictures of plants that are not available, such as carrots, nuts, fruits; leaves and flowers can be provided for class to examine.	Have children examine the various parts of plants. See if they can identify them and classify as to which part of the plant it is. Discuss uses such as foods, medicines and spices.

Additional Resources

nit: Science
ea: Investigating Plants

Objective (54): The student matches examples of foods to that part of the plant from which it came.

Materials	Teaching Strategies
Pictures of live plants: . carrot, potato . celery, asparagus . spinach, tea	Open discussion by telling students that they have eaten the roots of a plant. Show them the plants and identify the edible portions.
Carrot, parsley, parsnips, spinach, cabbage, head lettuce, potatoes (pictures) Pods of: beans, peas, peanuts. Fresh vegetables, films, slides, pictures.	Vegetables above ground. Vegetables below ground. Bring carrots w/tops on to school. Bring parsnips. Bring parsley, cabbage, spinach, lettuce. Have pictures of root and leaf vegetables. Pictures and pods to show: beans, peas, peanuts.

dditional Resources

nit: Science
rea: Investigating Plants

Objective (55): The student predicts the events which will take place after a seed is planted.

Materials	Teaching Strategies
Seeds, dirt, spoon, pot, or milk carton. Ink, blotter.	Discuss plants you and children have observed and supplement with pictures. Discuss what is needed to make seeds grow: water, sun, etc. As group, get dirt and plant seeds and at same time press seeds between wet blotter and glass of jar so children can see roots grow. (Lima beans work best). Place stalk of celery in glass of ink so children can see how water goes through plant.
an seed, planters, soil.	Discuss with class the following developments in seed growth such as these for the bean: A. Germination (sprouting): 1. Conditions generally necessary for germination are warmth, moisture, and a supply of oxygen. 2. Effects of water to seed are softening of seed coat and dissolving of food materials in seed for growth. 3. Testa or seed coat splits open. 4. Radicle or root part pushes its way downward into the soil, develops root hairs, and begins branching. 5. Cotyledons or seed leaves separate as they rise from the ground. Under the action of sunlight the cotyledons turn green. 6. As plant uses up nourishment stored in the cotyledons, they wither and fall. A pair of true leaves takes their place. B. Growth of plant to maturity. C. Bearing of fruit or seed. Discuss other seeds such as the pea. It germinates differently, for its cotyledons remain in the ground while their nourishment is being absorbed. The first leaf that appears above ground is a true leaf. Seeds with only one cotyledon germinate the same way as the pea. Have students grow their own beans or other plants from seed to maturity, drawing steps of the growth stages as they occur. By planting several seeds, a student can remove them one at a time for pericdic examination of root growth. These drawings can then be compiled into a booklet.

dditional Resources

nit: Science
rea: Investigating Plants

Objective (56): The student describes how plants are different from other plants.

Materials	Teaching Strategies
ictures, real flowers nd plants.	1. Find similarity of various plants. 2. What grows around their area? 3. Difference in leaf types of plants. (Have student find why they are different). 4. Compare colors, leaves, bark, flowers, groupings of leaves, roots and location of various plants. 5. Make a class chart showing differences and similarities.
unflower seeds, beans, planter, oil, water.	Make a planter and let the children describe each seed and plant it. Separate the sunflowers in one end and the beans in the other. When the plants come up have the children tell the differences in the plants.
olored pictures of seed plants.	Display on the bulletin board a variety of colored pictures of seed plants, and discuss the differences of the various seed plants according to specific criteria. In evaluating, have the student describe differences between different pairs of plant species. Example: Strawberry - oak corn - rice coconut palm - oak Lima Bean - wheat coconut palm - apple apple - orange celery - grape.

dditional Resources

Unit: Science
Area: Investigating Plants

Objective (57): The student describes how plants that live in water are similar to plants that live on land.

Materials	Teaching Strategies
Small aquatic plants from a lake or aquarium, and small land plants for comparison.	The teacher displays the two kinds of plants, pointing out similarities: green leaves, root systems, stems, blossoms, propagation (seeds, roots, spores).
A plant in a flower pot, a plant in an aquarium.	1. Place both types of plants in front of class - ask class to use their eyes (sight) and tell how these two plants look the same. Elicit: both green in color - both have leaves. 2. Ask children to touch both plants - ask for other ways they are alike. Elicit: both feel soft (bend) - both are easily broken. 3. Discuss that both: provide food (for man and animals) - provide oxygen (if upper level children) - both grow.

Additional Resources

nit: Science
rea: Investigating Plants

Objective (58): The student can identify as plant or animal those plants and animals living together in a given environment.

Materials	Teaching Strategies
quarium - size individual hoice, screen for top. otting soil, gravel, and, vermiculite, owdered charcoal. mall pan or lid for pool. ariety of small plants, oss, ferns, etc. ariety of insects, rasshoppers, ants, ugs, etc. oad.	Terrarium. Develop the question, "What is a community?" Also "How plants and animals are dependent upon each other". Have students observe the Terrarium daily and note the various changes that take place. Toad placed in terrarium could be used as an approach to lessons on ecology.

dditional Resources

it: Science
ea: Investigating Plants

Objective (59): The student can describe how plants and animals found in a given location can help or hurt each other.

Materials	Teaching Strategies
rge picture of a location ch as field, swamp, forest, a shore. Set of picture ides showing close-up of main nts and animals found in rmined location.	Display picture. Discuss the personal observations made regarding the plants and animals found in the location. Encourage individuals to visit the setting. Discuss the lives of the individual plants and animals and relate how they affect each other. Make experience chart such as: _____ animal eats _____ plant. _____ animal eats _____ animal. The animals give off carbon dioxide which the plants need. The plants give off oxygen needed by animals. Discuss idea of nature in balance.

ditional Resources

t: Science
a: Investigating Plants

Objective (60): The student can describe how man controls the plants and animals in a given location.

Materials	Teaching Strategies
	Review previous objective #59. Review balance in nature. Introduce man into the picture. Discuss what man does to improve natural setting. Discuss what man does to destroy natural setting.

itional Resources

HEALTH

Maintaining General Fitness

Level B

The student:

1. demonstrates good eating skills.
2. names a variety of foods.
3. associates proper foods to the three basic meals.
4. names the dangers of over-eating and under-eating.
5. names the dangers of eating too many sweets and eating between meals.
6. describes how to prepare for bed.
7. explains why it is important to go to bed at regular hours.
8. describes why we need enough rest and sleep.
9. identifies when he exercises at home and school.
10. demonstrates his ability to cooperate with others while participating in recreational activities.

Personal Hygiene

The student:

11. demonstrates his ability to bathe regularly.
12. demonstrates his ability to keep his hair clean and neat.
13. demonstrates his ability to wear suitable clothes regarding temperature and weather conditions.
14. demonstrates his ability to keep his clothing neat.
15. demonstrates his ability to blow his nose properly.
16. demonstrates his ability to sit, stand and walk properly.
17. names some dangers resulting from smoking.
18. names some dangers resulting from drinking alcoholic beverages.
19. names some dangers resulting from the use of drugs.

Disease Prevention

The student:

20. identifies people who are ill.
21. identifies the places people go when they are ill.
22. can predict what will happen if he comes in contact with germs.
23. names two people who help people who are sick.
24. tells why he should stay away from people who are ill.

Mental Hygiene

The student:

25. identifies himself as a person.
26. identifies appropriate school behavior.
27. demonstrates his ability to take turns.
28. is able to talk to his teacher freely regarding personal problems.

Health Knowledge

The student:

29. 1. tells why the school nurse will help when he becomes ill or has an accident.
30. 2. names the things school nurse checks for us.
31. 3. names the things the doctor does for us.
32. 4. names the things a dentist does for us.

Sanitation

The student:

33. 1. tells why we should drink only water from taps.
34. 2. tells why used water must be disposed of.
35. 3. demonstrates his ability to wash dishes properly.
36. 4. demonstrates his ability to name what is needed to wash dishes properly.
37. 5. tells why lids are placed on garbage cans.
38. 6. tells why we should use garbage and trash cans.

EXCEPTIONAL CHILD EDUCATION PROGRESS REPORT - HEALTH

LEVEL B

Pupil's Name _____ B. D. _____

Skill Area	Specific Objectives										
	1	2	3	4	5	6	7	8	9	10	11
Maintaining General Fitness											*
Personal Hygiene										*	*
Disease Prevention						*	*	*	*	*	*
Mental Hygiene					*	*	*	*	*	*	*
Health Knowledge					*	*	*	*	*	*	*
Sanitation							*	*	*	*	*

Unit: Health Objective (1): The student demonstrates good eating skills.
Area: Maintaining General Fitness

Materials	Teaching Strategies
Perseverance.	Child to eat with spoon: begin by showing child how to use utensil after he knows this; then he can't eat anything unless he uses utensil. Get child to eat meat (main course); take away dessert or desired food - have him eat meat first, then he may have what he wants.

Additional Resources

Unit: Health Objective (2): The student names a variety of foods.
Area: Maintaining General Fitness

Materials	Teaching Strategies
Instructo Nutrition Kit, magazines.	The teacher shows and names the food in the Instructo Kit. The child also identifies the foods. The child makes a booklet using pictures of foods from magazines.

Additional Resources

Unit: Health
Area: Maintaining General Fitness

Objective (3): The student associates proper foods to the three basic meals.

Materials	Teaching Strategies
Instructo Kit "Balanced Meals". Film strips, magazines.	Through the use of the Instructo Kit "Balanced Meals", the teacher demonstrates food eaten at various meals. Film strips showing food used at various meals are shown. Using food pictures from magazines, the student makes a poster show, breakfast, lunch, and dinner.

Additional Resources

Unit: Health
Area: Maintaining General Fitness

Objective (4): The student names the dangers of overeating and undereating.

Materials	Teaching Strategies
The school daily menu, pictures of overweight children, pictures of starving or underweight children.	Discussing a well-balanced meal at noon: Having meat for protein, vegetables (usually a green or yellow one), bread and butter, a sweet for dessert, milk. The overweight child has over-eaten. The underweight child does not eat the right amount of food or is ill.

Additional Resources

Unit: Health
Area: Maintaining General Fitness

Objective (5): The student names the dangers of eating too many sweets and eating between meals.

Materials	Teaching Strategies
Fruits.	During a unit on foods and after the 4 basic food groups have been presented, a discussion on the effect of eating too many sweets should follow. Samples of "fruits" which might be substituted for sweets during a snack time are presented to the class. Children eat them and discuss which is better for them (the fruit or sweets). Discuss all possible negative effects of sweets with class. Ex: cavities, putting on weight, improper diet. Children will be able to tell the "dangers" of eating too many sweets.

Additional Resources

Unit: Health
Area: Maintaining General Fitness

Objective (6): The student describes how to prepare for bed.

Materials	Teaching Strategies
Picture of a child in bed.	Discussion of child's experiences. Make a list on the board of all the things they do to get ready for bed. Teacher should expect responses of: brush my teeth, take a bath, put on pajamas, put away day clothes.

Additional Resources

Unit: Health Objective (7): The student explains why it is important to go to bed at regular hours.
Area: Maintaining General Fitness

Materials	Teaching Strategies
Chart	The teacher asks the class why it is important to get sleep at regular hours. The teacher asks a student to make a chart stating the reasons the class gave for getting regular hours of sleep.

Additional Resources

Unit: Health Objective (8): The student describes why we need enough rest and sleep.
Area: Maintaining General Fitness

Materials	Teaching Strategies
Pictures of people with tired and ill looks. Pictures of people with 1. bright eyes. 2. smiles.	Compare the 2 groups of people: 1. "Which group sleep and rest well?" 2. "Why?". For the deaf, key words as responses will be accepted.

Additional Resources

Unit: Health
Area: Maintaining General Fitness

Objective (9): The student identifies when he exercises at home and school.

Materials	Teaching Strategies
Space to exercise. Appropriate mode of dress.	Teach and demonstrate different types of individual exercises which the student can do at school, and practice at home.

Additional Resources

Unit: Health
Area: Maintaining General Fitness

Objective (10): The student demonstrates his ability to cooperate with others while participating in recreational activities.

Materials	Teaching Strategies
Game which can be played in teams or with partners.	The game is played without discussing the idea of partners and the teacher views the children. After the game is played the teacher discusses the effectiveness and helpfulness of working and cooperating with others.

Additional Resources

Unit: Health
Area: Personal Hygiene

Objective (11): The student demonstrates his ability to bathe regularly.

Materials	Teaching Strategies
Showers, record book, Film "Good looks, here and now", by Armour-Dial, Inc (Modern Films #3575)	Emphasis on cleanliness, good looks, personal pride through class discussion.

Additional Resources

Unit: Health
Area: Personal Hygiene

Objective (12): The student demonstrates his ability to keep his hair clean and neat.

Materials	Teaching Strategies
Filmstrip and (or) movies on general cleanliness and neatness. Mirror, comb, soap or shampoo, magazines, pictures.	Using magazines and pictures, cut out and exhibit pictures of both good grooming and cleanliness (hair). Allow children to comment. Try to find pictures that show hair that has diseases, or skin problems, ex. dandruff, eczema, etc. Expose children to films or filmstrips on the subject. Keep a chart on each child's cleanliness and neatness every day. (You can motivate by giving a special reward desired by child.)

Additional Resources

Unit: Health
Area: Personal Hygiene

Objective (13): The student demonstrates his ability to wear suitable clothes regarding temperature and weather conditions.

Materials	Teaching Strategies
Flannel board pictures of: raincoat, umbrella, bathing suit, shorts, coats, sweaters. Divide flannel board into 2 sections labelled hot & cold.	Teacher will ask students the names of objects that are hot and those that are cold. After this concept is established, teacher will ask times when the students have been hot and times they have been cold. Teacher will display each picture and ask one child to come up and place picture in the correct column.

Additional Resources

Unit: Health
Area: Personal Hygiene

Objective (14): The student demonstrates his ability to keep his clothing neat.

Materials	Teaching Strategies
Permission slips to be sent home to parents. Film: "Grooming and Personal Appearance."	Enlist services of school nurse to supervise meeting of older girls of elementary school. Show film "Grooming and Personal Appearance". Encourage girls to use rest room more often. Encourage girls to notice good grooming and clean appearance of each other.

Additional Resources

Unit: Health
Area: Personal Hygiene

Objective (15): The student demonstrates his ability to blow his nose properly.

Materials	Teaching Strategies
Kleenex, handkerchief, large plastic doll.	Discuss causes of nose irritation (dust-allergy, cold, etc). Set up doll in front of students. Hold kleenex over doll's nose in correct position. Demonstrate on child or yourself. Discuss dangers of blowing too hard, disposal of kleenex, importance of not spreading germs, etc. Where and when to do it.

Additional Resources

Unit: Health
Area: Personal Hygiene

Objective (16): The student demonstrates his ability to sit, stand and walk properly.

Materials	Teaching Strategies
3 musical rhythm instruments, drum, maraca, triangle.	Teacher plays drum for walking. Teacher plays the triangle for sitting. Teacher plays the maraca for standing.

Additional Resources

Unit: Health
Area: Personal Hygiene

Objective (17): The student names some dangers resulting from smoking.

Materials	Teaching Strategies
Movies or filmstrips, cigarettes, white cloth, or cotton.	Film or filmstrip can be viewed that shows the increase in heart beat, enlargement of the heart, damage done to the lungs, etc. as the result of tar and nicotine. Teacher can then either use artificial means or actually drag on a cigarette and then blow the smoke through a white cloth (hanky) or cotton to show the "stain" that is deposited in the lungs. A further,more in depth demonstration could be done by putting a drop of nicotine on a mouse and watching, day by day, the developments, such as: loss of hair, skin eruptions, etc.

Additional Resources

Unit: Health
Area: Personal Hygiene

Objective (18): The student names some dangers resulting from drinking alcoholic beverages.

Materials	Teaching Strategies
Film on dangers of alcoholic beverages.	Show film to students. Discuss content presented. Encourage students to name 2 dangers resulting from alcoholic beverages.

Additional Resources

Unit: Health
Area: Personal Hygiene

Objective (19): The student names some dangers resulting from the use of drugs.

Materials	Teaching Strategies
Film.	Show film of drug addicts. Ask for student observations. What unusual physical characteristics did you notice? Discuss and compare healthy people to drug addicts (sick people).

Additional Resources

Unit: Health
Area: Disease Prevention

Objective (20): The student identifies people who are ill.

Materials	Teaching Strategies
Pictures: people ill, and not ill.	The teacher will show the pictures to the class and ask for volunteers to tell which ones are of ill people. The teacher will have several students (one at a time) act out a teacher-desired behavior in front of the class. The teacher will privately instruct these students as to who will portray an ill person.

Additional Resources

Unit: Health
Area: Disease Prevention

Objective (21): The student identifies the places people go when they are ill.

Materials	Teaching Strategies
Pictures (places and buildings); some of them must be places people go when they are ill.	After talking about people who are ill, the teacher will distribute three pictures to each child, one of them being a place people go when they are ill.

Additional Resources

Unit: Health
Area: Disease Prevention

Objective (22): The student can predict what will happen if he comes in contact with germs.

Materials	Teaching Strategies
Microscope and slides, tongue depressors or cotton swabs. Film "How to Catch A Cold." Other films and filmstrips on germs. Orange sticks for finger nails.	Get samples of mouth germs with cotton swabs, from children. Get samples of dirt from under fingernails from several children. Look at these germs, dirt, etc. under microscope. Discuss washing hands and nails before meals, after going to bath room, etc. See Walt Disney film "How to Catch A Cold." See other films and film strips on germs, colds, washing etc. Discuss proper procedures for covering sneezes, blowing nose, etc., especially when one has a cold. Encourage each child to carry a handkerchief or tissues with him at all times. Discuss germs and touching things in public places and importance of not touching mouth and face after touching public facilities.

Additional Resources

Unit: Health
Area: Disease Prevention

Objective (23): The student names two people who help people who are sick.

Materials	Teaching Strategies
Flannel board figures of doctor and nurse. Book: "A Visit to the Doctor".	Begin discussion with introduction of figures of doctor and nurse on flannel board. Ask how many have been to doctor. Talk about what doctors do and how nurses help them. Read book "A Visit to the Doctor".

Additional Resources

Unit: Health
Area: Disease Prevention

Objective (24): The student tells why he should stay away from people who are ill.

Materials	Teaching Strategies
Storybook on a child getting sick and going to the hospital. Teacher's knowledge of flu, childhood sicknesses, etc.	Talk about the story and then ask if there is a child who has been in the hospital himself or has had a friend or relative. Talk about the different childhood illnesses (time-related to them) ex: chicken pox, measles, mumps, etc., and explain the meaning of "contagious", and also how people can be more helpful sometimes by staying away from the sick person.

Additional Resources

Unit: Health
Area: Mental Hygiene

Objective (25): The student identifies himself as a person.

Materials	Teaching Strategies
Art paper, art crayons, games.	Using art materials the child can draw what he thinks he looks like and something he does. Also, games may be used that involve the child in different positions of his environment. (as a child, a student, a follower, a leader, etc.). The teacher can help the child by calling child by his name, by giving himself a feeling of worth.

Additional Resources

Unit: Health
Area: Mental Hygiene

Objective (26): The student identifies appropriate school behavior.

Materials	Teaching Strategies
	Students will observe county-wide accepted rules concerning appropriate dress, smoking, etc. Rules have been incorporated in the Nina Harris Exceptional Child "Student Council", pertaining to: Social etiquette - addressing adults by proper title such as Mr., Mrs., Miss, Dr., Through use of role-playing, class-room discussions, students' responses, oral and written, students will respond appropriately to the above listed rules.

Additional Resources

Unit: Health
Area: Mental Hygiene

Objective (27): The student demonstrates his ability to take turns.

Materials	Teaching Strategies
A game in which the child must wait his turn because he is one of the essential links in this game or activity.	The game is begun and the teacher goes to each child to have him perform his certain task in the activity. The child realizes that the children before him had to perform their tasks before him and that there will be others after him performing.

Additional Resources

Unit: Health
Area: Mental Hygiene

Objective (28): The student is able to talk to his teacher freely regarding personal problems.

Materials	Teaching Strategies
No special materials needed.	General classroom atmosphere of frank discussion during health lessons would lead and encourage students to discuss health matters, in either group or student-to-teacher situation. In confidential matters, teacher must have previously earned the students' trust by not having violated any confidences small or large, and must have shown sincere interest.

Additional Resources

Unit: Health
Area: Health Knowledge

Objective (29): The student tells why the school nurse will help when he becomes ill or has an accident.

Materials	Teaching Strategies
Books, film, filmstrip, on Training and Duties of Nurse in Community. Leaflets and Posters from local Nursing Schools. Resource Person, County Health Nurse. Magazines, paper, paste, etc.	Display of books, leaflets and posters to stimulate interest in topic. A visit from County Health Nurse to give talk. Film on nurse as community helper. Class discussion or summary.

Additional Resources

Unit: Health
Area: Health Knowledge

Objective (30): The student names the things school nurse checks for us.

Materials	Teaching Strategies
Health posters, films, film strips, books, leaflets, art materials, magazines.	Introduce by a display of the materials showing what a nurse does and the things she works with. Follow-up by children learning what a nurse does and the materials she uses to accomplish her duties. Have children make posters naming the things a nurse does for us.

Additional Resources

Unit: Health
Area: Health Knowledge

Objective (31): The student names the things the doctor does for us.

Materials	Teaching Strategies
Filmstrips, films, books on Training and Duties of Doctors. leaflets from community health organizations, posters, art supplies.	Set up display of books and leaflets on "interest" table in room. Show film: "What Doctors Do For The Community". Film followed by class discussion.

Additional Resources

Unit: Health
Area: Health Knowledge

Objective (32): The student names the things a dentist does for us.

Materials	Teaching Strategies
Film strips, films, books, health posters, leaflets, art materials.	Introduce by a display of the materials showing things a dentist works with: instruments, machines, materials used. Follow-up by children learning what each is used for and names of main materials. Have children make posters naming the things a dentist does for us.

Additional Resources

Unit: Health
Area: Sanitation

Objective (33): The student tells why we should drink only water from taps.

Materials	Teaching Strategies
Glass or cup, slides, microscope.	Fill glass or bottle with water from tap. Fill another glass or bottle with well water. Fill another with water from ditch or puddle. Fill another with water from hose. Let these stand over night - examine the next day. Look for sediment or foreign materials - make slides of samples - let children look at them through microscope. Make comparisons.

Additional Resources

Unit: Health
Area: Sanitation

Objective (34): The student tells why used water must be disposed of.

Materials	Teaching Strategies
Clean water, water dirty from washing hands in, water dirty from washing dishes in. (As many examples of dirty water as desired).	Ask students what we use water for. Elicit as many common uses as possible including drinking, bathing, and cleaning of dishes. Display jars of water and label what the water has been used for (children observe it also). Ask what people sometimes do when they have used clean water and it is now dirty. Discuss germs or bacteria that come from dirt. Ask if it is a good idea to drink water after it is dirty. Elicit as a general rule, then, that after water is dirty, we should get rid of it and only use clean water.

Additional Resources

Unit: Health
Area: Sanitation

Objective (35): The student demonstrates his ability to wash dishes properly.

Materials	Teaching Strategies
"The Dishwashing Book" by Consumer Service Institute, Calgon Corp. "Teen Guide to Homemaking" by Barclay & Champion, pages 349 - 352.	The teacher will demonstrate the proper methods of dish washing. The student will practice dishwashing techniques observed in the demonstration.

Additional Resources

Unit: Health
Area: Sanitation

Objective (36): The student demonstrates his ability to name what is needed to wash dishes properly.

Materials	Teaching Strategies
"The Dishwashing Book" by Consumer Service Institute, Calgon Corp. Pictures of dishwashing equipment. "Teen Guide to Homemaking" by Barclay & Champion, pages 349 - 352.	Pictures of needed equipment will be displayed for the student to observe. Teacher will demonstrate proper methods of preparing to wash dishes. Students will practice assembling equipment and dishwashing techniques observed in the demonstration.

Additional Resources

Unit: Health
Area: Sanitation

Objective (37): The student tells why lids are placed on garbage cans.

Materials	Teaching Strategies
Pictures on health, films on garbage, pictures of litter bugs.	Stress germs - flies - dogs - wind - rain - children playing near by.

Additional Resources

Unit: Health
Area: Sanitation

Objective (38): The student tells why we should use garbage and trash cans.

Materials	Teaching Strategies
Waste cans in the class room. Sheets of paper with magazine pictures of food pasted on them. Plain paper, plastic bags, covers for waste cans.	Teacher introduces subject by the Litter Bug approach. Crumple the paper with pictures of food and scatter it around over the room, pretending it is actual waste food (garbage). Crumple some of the paper without pictures and scatter over the room. Garbage is picked up and deposited in can with lid and plastic liner. Non-spoilage material (trash) may be deposited in other can.

Additional Resources

SAFETY

At Home

Level B

The student:

1.	1.	describes the dangers of matches.
2.	2.	describes the dangers of knives.
3.	3.	tells the dangers concerning plastic bags.
4.	4.	describes the dangers found in the medicine cabinet.
5.	5.	can tell what might happen if we are not careful while using electrical appliances.
6.	6.	identifies the dangerous situations found in specific pictures of the home.
7.	7.	describes the dangers involved in lifting very heavy objects.
8.	8.	tells the dangers of firecrackers and other 4th of July fireworks.
9.	9.	can name two causes of home fires.
10.	10.	tells what to do if a fire breaks out at home.

At School

The student:

11.	1.	describes how to get to and from school safely.
12.	2.	describes the safety rules for the playground.
13.	3.	describes the dangers of scissors.
14.	4.	describes what to do during a fire drill.
15.	5.	identifies the dangerous situations found in specific pictures of the school.

In the Neighborhood

The student:

16.	1.	describes what to do when an accident occurs.
17.	2.	tells what to do when he sees flashing red and hears sirens or bells.
18.	3.	tells why it is dangerous to play in empty buildings.
19.	4.	gives safety rules telling what to do when he meets strangers.
20.	5.	orally tells safety rules concerning strange animals.
21.	6.	describes the dangers of playing around ponds, pools and other bodies of water.
22.	7.	tells what to do in case he is involved in a fire.
23.	8.	tells how to report a fire.
24.	9.	gives safety rules if caught in severe weather conditions.
25.	10.	identifies the dangerous situations found in specific pictures of the neighborhood.
26.	11.	describes proper behavior in response to the traffic signs and lights.

EXCEPTIONAL CHILD EDUCATION PROGRESS REPORT - SAFETY

LEVEL B

Pupil's Name _____ B. D. _____

Skill Area

Specific Objectives

	1	2	3	4	5	6	7	8	9	10	11	12
At Home											*	*
At School						*	*	*	*	*	*	*
In the Neighborhood												*

Unit: Safety
Area: At Home

Objective (1): The student describes the dangers of matches.

Materials	Teaching Strategies
Matches, paper, cloth, metal, burning container, lighter fluid or alcohol, alcohol burner.	1. Demonstrate to the students that matches are useful. 2. Show that matches and fire are hot, and that one may be burned. 3. Demonstrate that certain materials burn easily, that others do not, and that matches will start these materials burning.

Additional Resources

Unit: Safety
Area: At Home

Objective (2): The student describes the dangers of knives.

Materials	Teaching Strategies
Plastic knife	1. Role - playing: Have two elementary students create a situation in which a student carrying a knife is pushed down in a fight - knife loosens from his pocket and punctures himself. 2. Discussion: Ask students what happened? 3. Ways to prevent this from happening. 4. How to handle knives.

Additional Resources

Unit: Safety
Area: At Home

Objective (3): The student tells the dangers concerning plastic bags.

Materials	Teaching Strategies
Plastic bags, movie on dangers to children, pictures of potentially hazardous situations with plastic bags.	Teacher demonstrates how air cannot pass through a plastic bag by inflating. Then explanation is made in relation to small children. Students are called upon to orally report situations which could be a hazard with plastic bags.

Additional Resources

Unit: Safety

Area: At Home

Objective (4): The student describes the dangers found in the medicine cabinet.

Materials	Teaching Strategies
1. Selected films and film strips which point out dangers of taking drugs and medicines not prescribed. 2. Selected news items and pictures from current papers and periodicals reporting tragedies or near tragedies of children taking or using medicines without necessary knowledge. 3. Collection of medicine bottles, boxes and tubes, prescriptions and patents, for visual aids in teaching dangers through recognition.	Use all materials listed to the saturation point. Pound on word recognition of commone patent medicines which might be found in home. Have childrsn with help of their own families, list contents of own family medicine cabinet. Have each one tell what is in his cabinet and why it is there. Be sure each child recognizes his own name in print. Make dummy prescription bottle labels for each child. Point out benefit of medicine when needed and dangers when not needed. Pound, pound! Point out warnings printed on patent, over-the-counter medicines!

Additional Resources

Unit: Safety
Area: At Home

Objective (5): The student can tell what might happen if we are not careful while using electrical appliances.

Materials	Teaching Strategies
Several appliances such as found in a home. 1. electric toaster. 2. lamp. 3. iron. 4. radio (not battery operated). Equipment needed. Lamp board, battery operated. Lamp board with fused circuit 110 volt. Water glass, salt.	Students are shown the correct way to plug in and unplug an appliance, by demonstration. Students are shown the danger of fire by demonstration of a hot iron on cloth or paper, paper in a toaster etc. The battery operated lamp board is used to demonstrate how water will conduct electricity. The fused circuit is used to demonstrate how a fuse blows out from a short circuit. Then the student is shown how to replace a blown fuse.

Additional Resources

Unit: Safety
Area: At Home

Objective (6): The student identifies the dangerous situations "found in specific pictures of the home."

Materials	Teaching Strategies
Pictures, newspapers, marking pens felt-tip, glue, plastic bags.	Tape newspapers together (mural length). Distribute pictures to students(open doors, toys, clutter on floor). Distribute felt-tip markers. Have students glue pictures in place on newspaper. Mural and outline or circle each picture. Students enumerate corrective measures that could accompany each picture - clean-up time at home.

Additional Resources

Unit: Safety
Area: At Home

Objective (7): The student describes the dangers involved in lifting very heavy objects.

Materials	Teaching Strategies
Pictures - magazine cut-outs, chairs in classroom.	Distribute to class: Pictures of refrigerators, electric fans, portable household furniture and equipment; pictures of bicycles, workshop tools, boxes of scrap lumber. Describe shape, weight, rough and smooth edges, textured finish of pictured objects. Class demonstration: Stack 2 or 3 chairs. Ask each student to lift and move stack. Vocabulary: 1. Muscle strain. 2. Tripping. 3. Falling. 4. Danger.

Additional Resources

Unit: Safety
Area: At Home

Objective (8): The student tells the dangers of firecrackers and other 4th of July fireworks.

Materials	Teaching Strategies
Pictures of persons with an eye patch, a missing finger, and a missing hand. Display of various fireworks including sparklers. Local ordinance.	Display pictures of individuals missing a finger, eye, or hand. Explain that any explosive including fireworks can do this. Explain local laws pertaining to the display of fireworks. Invite resource person to explain and demonstrate destructiveness and danger of fireworks.

Additional Resources

Unit: Safety
Area: At Home

Objective (9): The student can name two causes of home fires.

Materials	Teaching Strategies
Matches, paper scraps, large shallow metal container (cake pan, dish pan, etc); material scraps (fabric); cigarette.	Place scraps in container; place lighted match (by "accident") in container. What happens? Place scraps in container; drop lighted cigarette into material. What happens?
Rags, oil, gas, matches, battery, wire.	Demonstrate combustion with oily rags and paper. Put oily rags and paper outside and strike a match and start fire. Using a battery and wires show how a spark or bare wires can set off a spark and start a fire.

Additional Resources

Unit: Safety
Area: At Home

Objective (10): The student tells what to do if a fire breaks out at home.

Materials	Teaching Strategies
CO2, water, blanket, sand, blanket or coat.	Sketch floor plan of home and show fire exits. List materials in the home useful for extinguishing or smothering a fire. Explain what to do if someone in the family caught fire.

Additional Resources

Unit: Safety
Area: At School

Objective (11): The student describes how to get to and from school safely.

Materials	Teaching Strategies
Map of community, safety signs, filmstrips or (and) films on safety.	Draw a map of the community in which the child lives showing landmarks, signs, stop lights, stores, crosswalks, etc. Ask child how he comes to school; then help him to decide the safety that is involved. Also, help him decide a better way to come to school. In addition, the student can be exposed to films or filmstrips on safety. Model signs are helpful. If desired, the class can set up a model community, using signs, stores, etc. to involve child in classroom.

Additional Resources

Unit: Safety
Area: At School

Objective (12): The student describes the safety rules for the playground.

Materials	Teaching Strategies
Film, books, art supplies, crayons, poster boards, pencils.	Show film on safety at school. Read safety story to class. Divide the class into 3 groups; give each group a safety rule to learn. Have the students make a picture poster describing their rule; when each group has finished, let them describe their rules to the class and then hang them on the wall.

Additional Resources

Unit: Safety
Area: At School

Objective (13): The student describes the dangers of scissors.

Materials	Teaching Strategies
Scissors, paper, film.	The teacher demonstrates correct and incorrect methods of using scissors, then has students practice these methods. Have students observe each other and watch for teacher points, and correct. Have students point out and describe dangerous actions.

Additional Resources

Unit: Safety
Area: At School

Objective (14): The student describes what to do during a fire drill.

Materials	Teaching Strategies
Pictures, film or film strip, read EXIT sign.	Talk about why we have fire drills. Explain how we leave the building. Have film or film strip on fire drills. Walk students over the route to be used in case of a fire drill. Assign students as buddies to those that need help. Have a mock fire drill. Have an oral test on what to do in case of a fire drill. At least 80% of the children in class should be able to explain what a fire drill is and how we exit from the building.

Additional Resources

Unit: Safety
Area: At School

Objective (15): The student identifies the dangerous situations found in specific pictures of the school.

Materials	Teaching Strategies
Pictures taken of playground. Pictures of the lunch room. Pictures (pre-planned) of classroom.	Have general discussion of things that can cause trouble in group situations. Have students look over pictures (such as water spilled on floor). Have class discussion. Give individual picture test to each student.

Additional Resources

Unit: Safety
Area: In the Neighborhood

Objective (16): The student describes what to do when an accident occurs.

Materials	Teaching Strategies
Speaker from Fire Dept., Police Dept., Ambulance Service, etc.	Discuss with students which agency to call for different kinds of accidents. Have speakers from local agencies explain different procedures for different accidents.
Magazine pictures, tape recorder.	Teacher shows students magazine pictures of accidents and discussion follows of responsibilities incurred because of an accident. Students then role-play simulated accidents for teacher to evaluate students' comprehension of discussion. Role-playing is taped for follow-up discussion.

Additional Resources

Unit: Safety
Area: In the Neighborhood

Objective (17): The student describes what to do when he sees flashing red lights and hears sirens or bells.

Materials	Teaching Strategies
Small toy cars, trucks, possibly police cars and ambulances. Large white paper enough to cover large table. Crayons, construction paper, popsickle sticks, clay.	Have teacher-pupil discussion of reasons for flashing red lights and sirens. Tell why they are happening and what each person should do. Then have children draw streets on paper. They may also put houses and trees in it. Each person might enact something which would bring flashing red lights and sirens to blow. Trees, stop signs, traffic lights may be made and put on sticks in clay. Many different types of accidents may happen. Someone could re-enact what would happen on a busy street.

Additional Resources

Unit: Safety
Area: In the Neighborhood

Objective (18): The student tells why it is dangerous to play in empty buildings.

Materials	Teaching Strategies
Construction paper, crayons.	Have a short discussion between pupils and teacher about specific dangers of old and empty houses. This should include types of signs usually displayed there. Students may make these signs and tape them up in a certain area of the room. Teacher may make up a story about children visiting an old, empty house bringing in each child in the story by letting them portray a certain danger that might occur to them in the old house.

Additional Resources

Unit: Safety
Area: In the Neighborhood

Objective (19): The student gives safety rules telling what to do when he meets strangers.

Materials	Teaching Strategies
Experience chart, film "The Strangers" by Sid Davis. Magazines.	After talking about what we should do when encountered by a stranger, have each child give a safety rule concerning this subject. Have children dramatize different situations such as being offered a ride, taking money, candy, or presents from strangers, leaving from school with strangers, etc. Show film and have children discuss points made about safety and strangers. Have children find pictures of places where strangers would be likely to pick children up, i. e. parks, playgrounds, schools, streets.

Additional Resources

Unit: Safety
Area: In the Neighborhood

Objective (20): The student orally tells safety rules concerning strange animals.

Materials	Teaching Strategies
Pictures of animals. Field trip to zoo or farm. Child's drawing, or magazine picture. Experience chart.	Discuss with children different types of animals, i. e. farm, zoo, pets, wild. Have children discuss which animals are safe to pet and which animals that would be harmful. Also talk about safety rules about feeding animals at farm, parks, and zoos. Take children on field trips to these places and observe their behavior toward animals. Have children choose an animal to draw or find a picture of an animals. Child will tell class about his picture and safety involved in being around this animal. Have children give rules concerning safety and strange animals.

Additional Resources

Unit: Safety
Area: In the Neighborhood

Objective (21): The student describes the dangers of playing around ponds, pools, and other bodies of water.

Materials	Behavior Strategies
Bulletin board. Magazine pictures. Resource person from local rescue squad.	Divide class into two groups; have one group of children look for magazine pictures of safe place to play. Have the other group find pictures of places (bodies of water) which would be dangerous to play around. Have children dramatize what might happen to children who run and play around water where there is no adult supervision. Also children dramatize the role of a lifeguard around water. Have person come in and have a group discuss on the role of the rescue squad and drownings. Have him bring pictures of bodies of water which can be dangerous to children.

Additional Resources

Unit: Safety
Area: In the Neighborhood

Objective (22): The student tells what to do in case he is involved in a fire.

Materials	Teaching Strategies
Trip to local fire department. Safety color books from fire department. Worksheets. Books and filmstrips on topic of fire.	After visit to fire department, discuss with children the importance of recognizing fire alarms on street, in schools, other places. The importance of knowing how to dial the operator or fire department. Go over each page and discuss situations. Have worksheet illustrating ways to help when there is a fire. Have children indicate the correct way by circling pictures. Read and discuss stories and filmstrips with children.

Additional Resources

Unit: Safety
Area: In the Neighborhood

Objective (23): The student tells how to report a fire.

Materials	Teaching Strategies
Telephone practice set from telephone company. Fire alarm boxes in building.	Practice appropriate call methods on telephone. Discuss appropriate use and follow-up procedures concerning fire alarm boxes.

Additional Resources

Unit: Safety
Area: In the Neighborhood

Objective (24): The student gives safety rules if caught in severe weather conditions.

Materials	Teaching Strategies
Magazines, chart paper.	Have students construct bulletin board of magazine pictures of severe weather conditions. Build charts of appropriate procedures for each. As check exercise, have child match recorded charts and pictures.

Additional Resources

Unit: Safety
Area: In the Neighborhood

Objective (25): The student identifies the dangerous situations found in specific pictures of the neighborhood.

Materials	Teaching Strategies
Pictures of dangerous situations in the neighborhood.	Role-playing. Have children act out what could happen in the situation and enact how to avoid the situation.

Additional Resources

Unit: Safety
Area: In the Neighborhood

Objective (26): The student describes proper behavior in response to traffic signs and lights.

Materials	Teaching Strategies
Masking tape, construction paper, signs, and lights.	Mask highway and road pattern on classroom floor. Teacher is traffic director. Each child is a different type of car, i. e. Mustang, Corvette, etc. Have children move in response to traffic director.

Additional Resources

PHYSICAL EDUCATION

Level B

The student demonstrates his ability to:

1. 1. leap short distances in a coordinated fashion.
2. 2. hop on foot using either foot for short distances.
3. 3. skip in a coordinated fashion.
4. 4. dodge a ball tossed gently at him.
5. 5. rise and fall in a coordinated fashion upon command.
6. 6. shake and sway in a coordinated fashion upon command.
7. 7. catch assorted objects with a reasonable degree of control.
8. 8. move slow-fast start and stop in a coordinated fashion upon command.
9. 9. hop in 3/3, 2/2 and 3/2 patterns in a coordinated fashion.
10. 10. push or pull strongly, weakly and relax in a coordinated fashion upon command.
11. 11. bounce and catch a ball using both hands.
12. 12. throw a ball using both hands underhanded and over-handed.
13. 13. roll a ball at an object with a reasonable degree of accuracy.
14. 14. perform assorted animal walks in a coordinated fashion.
15. 15. kick a stationary ball.
16. 16. kick a moving ball.
17. 17. strike a stationary ball with an implement.
18. 18. strike a rolling ball with an implement.
19. 19. jump a moving rope swung by two other people.
20. 20. perform basic exercises to build strength, flexibility and endurance.
21. 21. combine a few basic movements to perform a simple stunt.
22. 22. hang without help from a climbing rope.
23. 23. swing without help from a climbing rope.
24. 24. hang without help from a stationary bar.
25. 25. move without help on a horizontal ladder.
26. 26. perform the movements required in at least five simple singing games.
27. 27. properly play at least five simple team games.
28. 28. properly play at least five simple group games.

EXCEPTIONAL CHILD EDUCATION PROGRESS REPORT

Physical Education

Level B

Pupil's Name _____ Birthdate _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14

15	16	17	18	19	20	21	22	23	24	25	26	27	28

Physical Education

Objective (1): The student demonstrates his ability to leap short distances in a coordinated fashion.

Materials	Teaching Strategies
Flat, firm surface	Student puts feet together, bends his knees, leans forward and extends legs vigorously and lands with both feet together at the same time.

Additional Resources:

Physical Education

Objective (2): The student demonstrates his ability to hop on foot using either foot for short distances.

Materials	Teaching Strategies
Flat, firm surface	Student balances on one foot, bends his knee, then extends his leg vigorously and repeats the procedure several times.

Additional Resources:

Physical Education — Objective (3): The student demonstrates his ability to skip in a coordinated fashion.

Materials	Teaching Strategies
Flat, firm surface	A skip is a series of hops using alternate feet. Student hops on one foot then immediately hops on the other moving forward at all times.

Additional Resources:

Physical Education — Objective (4): The student demonstrates his ability to dodge a ball tossed gently at him.

Materials	Teaching Strategies
A playground ball	Have the child stand in front of you about five feet away. Begin rolling a ball at the student slowly. Then bounce it and finally toss it at him gently. With these steps the child will learn to dodge a ball.

Additional Resources:

Physical Education — Objective (5): The student demonstrates his ability to rise and fall in a coordinated fasion upon command.

Materials	Teaching Strategies
Mat, whistle, horns	Jack-in-box would be a good media to introduce this objective. Once the up-down motion is established work on refining movements such as flexing knees and arm control. After introduction to movement use different modes of command as whistles, horns, etc. to signal ior desired movement.

Additional Resources:

Physical Education — Objective (6): The student demonstrates his ability to shake and sway in a coordinated fashion upon command.

Materials	Teaching Strategies
Dance-A-Story, the Magic Mountain, balance board, mat	Follow the instructions which are provided in dance-a-story. If Child has difficulty in performing this objective have the child lay down on a mat. Have the child pretend he is cold - is dancing (play popular music) or anything to achieve movement. Then have child stand up and try same. The balance board is a good vehicle to practice shaking and swaying-to add challenge for more advanced child.

Additional Resources:

Physical Education	Objective (7): The student demonstrates his ability to catch assorted objects with a reasonable degree of control.
Materials	Teaching Strategies
A basketball, volleyball, softball, hardball	Begin with the basketball, toss it to the child until he can begin catching it with control. Then move down the size of ball until the child can catch a small ball with a reasonable degree of control.

Additional Resources:

Physical Education	Objective (8): The student demonstrates his ability to move slow, fast, start and stop in a coordinated fashion upon command.
Materials	Teaching Strategies
	Freeze tag, Mother-may-I, green light, red light are excellent games which may be used to develop this objective. Stress terms slow, fast, stop, go. Work on principles of motion which can be found in movement experiences for children, pages 152-158.

Additional Resources:

Physical Education — Objective (9): The student demonstrates his ability to hop in 3/2, 2/2 and 3/2 patterns in coordinated fashion.

Materials	Teaching Strategies
Construction paper, masking tape	Given that the child knows how to hop and knows number concepts for 2 and 3 - the battle is won. Give a demo then allow child to follow a path of footprints (one for each pattern) made of brightly colored construction paper until he masters the patterns. Introduce new patterns as child masters them.

Additional Resources:

Physical Education — Objective (10): The student demonstrates his ability to push or pull strongly, weakly and relax in a coordinated fashion upon command.

Materials	Teaching Strategies
Wands, tug-of-war rope, cage ball	There are many types of games which require a push-pull movement, such as using tug-of-war, wands with different body positions - standing, kneeling, sitting, back to back, and the cage ball for different activities-again stress terms push, pull, strong, weak.

Additional Resources:

Physical Education — Objective (11): The student demonstrates his ability to bounce and catch a ball using both hands.

Materials	Teaching Strategies
A medium sized ball	Give student a ball and ask him to bounce the ball using both hands. (bounce it to you) Then throw the ball to him (from a distance of about 15 feet) and see if he can catch it.

Additional Resources:

Physical Education — Objective (12): The student demonstrates his ability to throw a ball using both hands under-handed and over-handed.

Materials	Teaching Strategies
Ball	Give the student a ball and let him throw the ball over-handed and under-handed.

Additional Resources:

Physical Education — Objective (13): The student demonstrates his ability to roll a ball at an object with a reasonable degree of accuracy.

Materials	Teaching Strategies
Plastic bottles partially filled with sand or water Playground balls	Bottles are set up either in a straight line or as bowling pins. Students roll balls trying to knock bottles over. Scores are kept for each player.

Additional Resources:

Physical Education — Objective (14): The student demonstrates his ability to perform assorted animal walks in a coordinated fashion.

Materials	Teaching Strategies
Enough open space for the class to work in	Teacher demonstrates each different animal walk (as duck, elephant, etc) he desires, then has student try the walk. The teacher should assist any student who has difficulty performing any of these or have another student demonstrate the walk.

Additional Resources:

Physical Education

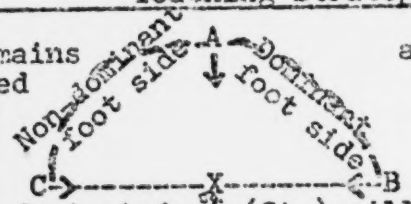
Objective (15): The student demonstrates his ability to kick a stationary ball.

Materials	Teaching Strategies
Kickball, two posts, cement wall	Student tries to kick ball between two goals. Student tries to kick ball a specified minimum distance.

Additional Resources:

Physical Education

Objective (16): The student demonstrates his ability to kick a moving ball.

Materials	Teaching Strategies
Balls varying in diameter from 10" - 22". Objects, flags or other markers to provide reference points for spots A,B,C, and X	The student remains at a relatively fixed position. Balls are rolled toward or past him according to the diagram below.  All balls rolled at student (St.) will pass through a point X one step in front of the student. Initially, balls will be rolled from A toward X, and then from other points along arc $\overset{\frown}{AB}$ toward point X. The student kicks with the toe of his dominant foot aiming all balls toward point A. Secondly, repeat procedure through arc $\overset{\frown}{AC}$ kicking to be done with non-dominant foot. Third, repeat procedure through arc $\overset{\frown}{BC}$ with mixed kicking, e.g., using dominant foot to kick a ball rolled from non-dominant side.

Additional Resources:

Physical Education — Objective (17): The student demonstrates his ability to strike a stationary ball with an implement.

Materials	Teaching Strategies
Teather ball tied to a pole. Light bat	Give each child the chance to attempt to strike the ball in a stationary position.
3' metal pipe, soft ball bat	Drive metal pipe into ground. Set ball on top. Have student swing bat and hit ball off of top of metal pipe.

Additional Resources:

Physical Education — Objective (18): The student demonstrates his ability to strike a rolling ball with an implement.

Materials	Teaching Strategies
Different size rubber balls, bat	A line real or imaginary is drawn on the ground. The instructor rolls large balls along this line and tells the pupil when to hit it, as the pupil's skill improves he receives smaller balls until he can hit it without a line and without the teacher yelling to him.

Additional Resources:

Physical Education	Objective (19): The student demonstrates his ability to jump a moving rope swung by two other people.
Materials	Teaching Strategies
Jump rope 10' long	Using a 10' jump rope - the rope swingers grasp the ends of the rope and swing it in a circle at a regular cadence. The jumper jumps in the air each time the rope touches the ground. After practice, the jumper can be tested by counting the number of times he clears the rope without stopping the swing of the rope.

Additional Resources:

Physical Education	Objective (20): The student demonstrates his ability to perform basic exercises to build strength, flexibility and endurance.
Materials	Teaching Strategies
Water filled clorox bottles	For endurance, the student will hold the clorox bottles horizontally at shoulder level. He will keep a chart as to how many seconds he is able to do this. After three weeks, the student will be able to see his improvement. For strength and flexibility, the student will perform each day: (1) jogging in place, (2) jumping jacks, (3) knee bends, (4) sit ups, and (5) push ups.

Additional Resources:

Physical Education — Objective (21): The student demonstrates his ability to combine a few basic movements to perform a simple stunt.

Materials	Teaching Strategies
Thread the Needle	Clasp hands in front of body bend the trunk forward, and step through clasped hands with right foot, then left foot. Return with stepping backward with right, then left foot.
Up-Spring	Kneel, ankles, extended toes flat. Swing arms back, then forward vigorously, pushing with the feet at the same time. Bring body to erect position.
Duck Walk	Squat on the heels. Hold the ankles and walk forward in this position, keeping the head high. For variation, place the hands behind the back with palms together and fingers pointing backward to simulate a duck tail.

Additional Resources:

Physical Education — Objective (22): The student demonstrates his ability to hang without help from a climbing rope.

Materials	Teaching Strategies
Rope	1. Set the rope activity up as a language lesson. 2. Hanging on the rope is at the bottom of the scale. As the child can go higher he improves. 3. You can measure the height at which the child climbs and keep a record of it. Use a ladder concept graph. 4. At first help the child to hang with support from teacher. 5. Later the child should need less assistance.

Additional Resources:

Physical Education — Objective (23): The student demonstrates his ability to swing without help from a climbing rope.

Climbing rope (secured)	After the child learns to climb the rope with cross patterned movement (left foot, right hand, etc) and learns to grasp and hold the rope using the muscles of hands, arms, and wrapping feet - then he moves his body forward and back until a swinging motion is begun. (Use aides or teacher as a catcher, or for safety measures.

Additional Resources:

Physical Education — Objective (24): The student demonstrates his ability to hang without help from a stationary bar.

Materials	Teaching Strategies
Stationary bar	1. Have the child first helped up to bar, and have two spotters to help him to gain confidence in himself. (Spotters hold him if necessary). 2. After gaining confidence, allow the child to show his ability to hang without help from the stationary bar.

Additional Resources:

Physical Education — Objective (25): The student demonstrates his ability to move without help on a horizontal ladder.

Materials	Teaching Strategies
horizontal ladder	Reaching up, student may walk with his hands from one side to the other and count the rungs as he progresses. Student may walk in partial upright position and count as he steps from one side to the other.

Additional Resources:

Physical Education — Objective (26): The student demonstrates his ability to perform the movements required in at least five simple singing games

Materials	Teaching Strategies
Songs: Bingo, London Bridge, Hokey Pokey Record Peas Porridge Hot Record Did You Ever See a Lassie	Clap in place of letters (Bingo). Two hold hands up as if bridge (London Bridge). Teach body parts in rhythm (Hokey Pokey). Hand coordination - teach one step at a time (Peas Porridge Hot). Each child make up verse with appropriate motions Did You Ever See A Lassie).

Additional Resources:

Physical Education — Objective (27): The student demonstrates his ability to properly play at least five simple team games.

Materials	Teaching Strategies
1. Play groundball 2. Tires 3. None 4. None 5. Bowlying pin	1. Four square - observe child following rules. 2. Tire relay - observe child following rules. 3. Cranes and Crows - observe child following rules. 4. Chinese wall - observe child following rules. 5. Steal the beacon - observe child following rules.
10" playground balls, bases, softball, bats, gloves.	1. Kickball 2. Dodge ball 3. Softball 4. Red light 5. Circle Tag

Additional Resources:

Physical Education **Objective (28): The student demonstrates his ability to properly play at least five simple group games.**

Materials	Teaching Strategies
1. None - Players (any number)	1. Action: Circle formation (start sitting). First player makes a motion i.e., clap hands or raise arms. Next player repeats action adds one of his own, and on around circle. Each player repeats all preceeding actions and then adds one of his own. Not doing action in proper sequence or omitting an action eliminates player. Last one remaining wins.
2. Blindfold - Players, any number	2. Blindman's Bluff: Circle formation - players stand. Blindfolded player in center. Players change places. Blindfolded player feels the face of some player and tries to guess his name. If he succeeds, that player becomes the blindman.
3. None Players - any number	3. Puss in the Circle: A large circle is marked on the ground or floor. Players stand around the outside of circle, player who is Puss stands inside of circle. Players may be tagged when they put a foot inside of circle. Anyone who Puss touches becomes a prisoner and helps Puss to tag rest of players. Last person to be tagged is winner and becomes Puss for a new game.
4. Playground - two lines on the ground, 20 to 30 yards apart. 1 starting line and 1 turning line	4. Single Relay Race: Players divided into two or more groups or teams. Teams line up in single file behind a starting line. At a signal the first player in each team runs forward to the goal or turning line, touches it with his foot. He then runs back to his line and touches the outstretched hand of the next player, who runs forward and does as the first player. Each player has to run to the goal and back. A team wins when each member has had a turn and returned to the starting line before another team.

5. Playground - Any number of players, ball	5. All Run: Draw a square on the ground. All players stand within square including one who holds the ball. Ball man throws ball into air. At this time all the players run in a direction away from ball man. When ball man catches the ball he yells "Stop". Upon hearing this all players must stop running. The ballman then tries to hit a player with the ball. If he hits a person that person becomes the ball man and the games starts over. If the ball man misses everyone returns to the square and the game starts over.

Additional Resources:

ART

Level B

Drawing

The student:

1.	1.	demonstrates his ability to draw with crayons simple faces.
2.	2.	produces crayon drawings on a variety of textured papers.
3.	3.	draws a scribble picture to music and then locates images within his picture.
4.	4.	draws a crayon resist picture and identifies his images.
5.	5.	draws a picture within a given area of a mural simultaneously with other children.
6.	6.	produces a picture onto a clean sheet of paper while drawing with a pencil on the back of a crayon-laden paper.
7.	7.	outlines the body image of a fellow student and colors in the details of that student.

Painting

The student:

8.	1.	demonstrates his ability to produce a picture with identifiable images using a variety of brush strokes and tempera paint.
9.	2.	paints a picture using a variety of tempera colored paints and identifies all colors exhibited in his picture.
10.	3.	demonstrates his ability to perform a specific task for paint clean-up.
11.	4.	demonstrates his ability to paint various objects.
12.	5.	paints a picture and then names and describes his painting.
13.	6.	demonstrates his ability to produce an image in finger painting while using various colors.
14.	7.	produces pictures in fingerpainting on various textured paper.
15.	8.	produces a picture drawing in glue and then after drying, paints a second picture on the first in tempera.
16.	9.	produces a non-imaged painting using water paints on wet paper.

Form and Construction

The student:

17.	1.	demonstrates his ability to produce a collage from assorted materials.
18.	2.	demonstrates his ability to cut out a predetermined image and paste it onto paper.
19.	3.	demonstrates his ability to produce a part of a mural collage, while working with others.
20.	4.	produces a collage consisting of cut and torn paper combined with paint or crayon.
21.	5.	demonstrates his ability to produce by form and construction a recognizable object
22.	6.	produces a mobile consisting of five objects.
23.	7.	produces a pot using coiled clay.
24.	8.	produces from clay a recognizable animal or object.
25.	9.	decorates a clay pot with additional clay.
26.	10.	produces a glazed pot.
27.	11.	produces a simple puppet.

28. 12. demonstrates his ability to use yarn and burlap to produce a design consisting of two different kinds of stitches.
29. 13. produces an object using paper mache.
30. 14. produces a sand casting mold to be used with plaster of paris.

Graphics

The student:

31. 1. produces prints using various gadgets on various textures of papers.
32. 2. produces a recognizable picture while using prints made with natural material.
33. 3. produces a border consisting of letters as the basic design.
34. 4. identifies two methods used in making prints.
35. 5. produces a repetitious design using cut vegetables and paint.
36. 6. produces a part of a mural, printing with natural objects while working with other children.

EXCEPTIONAL CHILD EDUCATION PROGRESS REPORT

ART

Level B

Pupil's Name _____ Birthdate _____

Skill Area Specific Objectives

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Drawing								*	*	*	*	*	*	*	*
Painting										*	*	*	*	*	*
Form and Construction															*
Graphics							*	*	*	*	*	*	*	*	*

Unit: Art
Area: Drawing

Objective (1): The student demonstrates his ability to draw with crayons simple faces.

Materials	Teaching Strategies
Crayons, paper, blackboard.	The child will be able to draw a recognizable image or face including details such as eyes, mouth, ears, nose, etc.

Additional Resources

Unit: Art
Area: Drawing

Objective (2): The student produces crayon drawings on a variety of textured papers.

Materials	Teaching Strategies
Crayons, textured papers, (sand paper, water color paper, finger paint paper, cardboard, etc.)	The child will be able to draw a picture or design on a variety of textures (rough, smooth, etc.).

Additional Resources

Unit: Art
Area: Drawing

Objective (3): The student draws a scribble picture to music and then locates images within his picture.

Materials	Teaching Strategies
Record player, record, salt box, bottle or any container which will pour a fine stream of sand, sand, crayons, drawing paper.	Teacher will or may demonstrate lesson by pouring sand in scribble design on flat surface. Let each child look at the picture and write down on a piece of paper what images they may have seen. This procedure will help eliminate repetition. Each child may create his own picture and follow same procedure in locating images. Children will draw a scribble picture and color in images which they discover with different colors.

Additional Resources

Unit: Art
Area: Drawing

Objective (4): The student draws a crayon resist picture and identifies his images.

Materials	Teaching Strategies
Drawing paper, crayons, tempera paint, or water colors.	Student marks with crayon on drawing paper at random or according to a design. Student paints with watery mixture over crayon design. Student spontaneously labels the creation or parts of it. In response to teacher direction, student locates aspects of the creation which he associates with: objects, action, mood, relationships.
Crayons, paper, scissors.	Child is instructed to color vividly upon white construction paper. He is then instructed to re-color the surface using a black crayon. Teacher should have a sheet prepared in this same manner. Teacher demonstrates etching with scissors. Have each child describe his picture.

Additional Resources

Unit: Art
Area: Drawing

Objective (5): The student draws a picture within a given area of a mural simultaneously with other children.

Materials	Teaching Strategies
Crayons and paper.	Select a subject such as a story previously read or a holiday in the near future. Motivate class through discussion, pictures, recording, etc. Spread paper lengthwise on the floor. Mark off each child's equal share. Allow all to work simultaneously. Size of paper will depend on subject and desired result.

Additional Resources

Unit: Art
Area: Drawing

Objective (6): The student produces a picture onto a clean sheet of paper while drawing with a pencil on the back of a crayon-laden paper.

Materials	Teaching Strategies
Manila construction paper 12" x 18", crayons, white chalk, finger paint paper, pencil.	Children color paper all over with white chalk. Next a layer of yellow crayon followed by two more layers of light crayons. Then apply two layers of dark crayons. Each layer is applied rather heavily. Manila paper is placed crayon side down on slick surface of finger paint paper. Drawing is done with pencil on clean side of the manila paper using any subject desired.

Additional Resources

Unit: Art
Area: Drawing

Objective (7): The student outlines the body image of a fellow student and colors in the details of that student.

Materials	Teaching Strategies
Paper, brush, tempera paint or crayolas.	Demonstrate and name body parts. Proportions need to be taught. Attention of student to observe color of clothing, hair, eyes.
Chalk, butcher or bulletin board, paper the length of the child's body, crayons or colored chalk.	This class will be held outside on a sunny day. Have the child stand in such a way that he casts his shadow on the paper. Another child then outlines the shadow, forming the child's image. He will then finally color in the pants, shirt etc. showing the details of the drawing.

Additional Resources

Unit: Art
Area: Painting

Objective (8): The student demonstrates his ability to produce a picture with identifiable images using a variety of brush strokes and tempera paint.

Tempera paint, brush, heavy paper.	Pick large common objects (house, tree, car); draw them on the board; have the children paint them on the paper with the brush. If the child has trouble, show him the basic strokes in the construction.

Additional Resources

Unit: Art
Area: Painting

Objective (9): The student paints a picture using a variety of tempera colored paints and identifies all colors exhibited in his picture.

Materials	Teaching Strategies
Paper, paints, tempera (blue, green, yellow, red, pink, purple, white, black, orange, and/or other available or desired shade. Brushes, tempera.	Encourage child to be creative in painting a picture, using as many different colors as he can. Elicit descriptive conversation to emmerate colors used.

Additional Resources

Unit: Art
Area: Painting

Objective (10): The student demonstrates his ability to perform a specific task for paint clean-up.

Materials	Teaching Strategies
	A student is assigned clean-up duty after a painting task; he then asks his classmates to evaluate his work in terms of: product clean-up, waste material clean-up, tool clean-up.

Additional Resources

Unit: Art
Area: Painting

Objective (11): The student demonstrates his ability to paint various objects.

Materials	Teaching Strategies
Small flower pots, blocks of wood, paints, brushes.	Explain the basic paint covering for background. Show possible color combinations. Have each student paint the flower pot in the basic;set it aside; paint the wooden object. When flower pot dries - select design - decorate. Display - then plant for gifts.

Additional Resources

Unit: Art
Area: Painting

Objective (12): The student paints a picture and then names and describes his painting.

Materials	Teaching Strategies
Tempera paints and brushes, drawing paper, water and containers, newspaper to cover table.	Talk to the class about various things they might draw (if they need inspiration). Have the children paint their picture. (Do not rush the children.). Ask each child to name and describe his own painting in front of his classmates. Suggestion: display the paintings attractively in the hall or in your room. Maybe each child could write a short sentence or story about his painting to be displayed with his painting.

Additional Resources

Unit: Art
Area: Painting

Objective (13): The student demonstrates his ability to produce an image in finger-painting while using various colors.

Materials	Teaching Strategies
Variety of colors in finger paint. Various textured paper. Large pan or sink. Sponge or rag. Hard surface on which to work. Cover-ups. Object to dispense paint. Newspapers.	Have washable table ready. Have materials ready. Put name on back of paper using. Approach as if "hand-painting". Discuss procedures with student. Put newspaper on floor for wet paintings. Wet paper on both sides. Place wet paper on table and smooth out wrinkles. Place light finger paint at top of paper; smooth out across paper. Place medium color over middle of paper and smooth out. Place dark color over bottom 1/3 of paper and smooth out. Do finger painting over colors. Repeated changes in design will result in muddy color.

Additional Resources

Unit: Art
Area: Painting

Objective (14): The student produces pictures in finger-painting on various textured paper.

Materials	Teaching Strategies
Variety of colors in finger paint. Various textured paper. Large pan or sink. Sponge or rag. Hard surface on which to work. Cover-ups. Object to dispense paint. Newspapers.	Have washable table ready. Have materials ready. Put name on back of paper using. Approach as if "hand-painting". Discuss procedures with student. Put newspaper on floor for wet paintings. Wet paper on both sides. Place wet paper on table and smooth out wrinkles. Put daubs of painting on paper and smooth out. Encourage creativity. Work while paint is wet. When finished put on newspaper to dry.

Additional Resources

Unit: Art
Area: Painting

Objective (15): The student produces a picture drawing in glue and then after drying, paints a second picture on the first in tempera.

Materials	Teaching Strategies
Glue, tempera paint, paper (manila 12 x 18).	The teacher draws a picture using glue; she dries it with a fan, then she paints a second picture on top of it. The student does the same thing after the teacher. (Repeats the process).

Additional Resources

Unit: Art
Area: Painting

Objective (13): The student produces a non-imaged painting using water paints on wet paper.

Materials	Teaching Strategies
Sponge, paper, paint, brushes, flat surface for painting, spoon or spatula.	Moisten paper with sponge. Drop spoon of paint in center of paper, fold paper into halves. If lines are desired the student may use brushes for accent strokes.

Additional Resources

Unit: Art
Area: Form and Construction

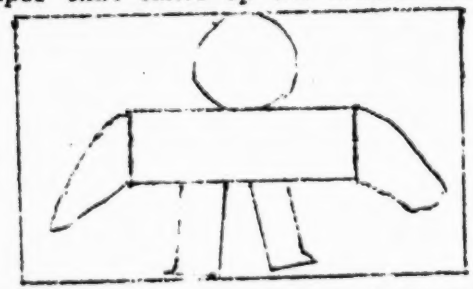
Objective (17): The student demonstrates his ability to produce a collage from assorted materials.

Materials	Teaching Strategies
Material scraps, colored acetate scraps, construction paper scraps, construction paper sheet, scissors, glue.	The teacher will instruct the pupil to cut or tear the scrap materials in any way he desires. The teacher will instruct the student to glue the materials to the sheet of construction paper in the form of a unique design, or a desired image. The teacher will remind the student that a design does not look like anything that appears in a real-life situation.

Additional Resources

Unit: Art
Area: Form and Construction

Objective (18): The student demonstrates his ability to cut out a predetermined image and paste it onto paper.

Materials	Teaching Strategies
2 pieces of construction paper (1 white, 1 any color). Scissors, crayons, glue.	Draw a design on the white construction paper that takes up the entire sheet. Make it simple, with easy-cutting lines. Ex: 

Additional Resources

Unit: Art
Area: Form and Construction

Objective (19): The student demonstrates his ability to produce a part of a mural collage, while working with others.

Materials	Teaching Strategies
Newspapers, magazines, photographs, poster board, glue or paste, scissors, example(s) of collage(s).	Determine to teacher's satisfaction through discussion and example that students understand meaning and purpose of collage. Have class decide on topic for collage. Have class hunt for appropriate clippings or pictures for topic. Each child should be given a certain portion of the board. Each child must demonstrate a sharing of ideas through the placement of clippings. Each child must demonstrate that he can share the other materials being used.
Magazines, newspaper, cloth, nature materials, photos.	Show a collage; divide class into small groups; each chooses a subject. Could use themes such as "Moods" (happy, sad, etc.) or "Things We Like" (activities, hobbies). Group is given a large piece of brown paper or construction paper. Cut or lay out material in several ways until group agrees on arrangement. Attach to back. Enjoy.

Additional Resources

Unit: Art
Area: Form and Construction

Objective (20): The student produces a collage consisting of cut and torn paper combined with paint or crayon.

Materials	Teaching Strategies
Scissors, paper, paint, crayon, glue.	Show child how to cut or tear paper. Select a surface to use this paper, crayons, paint and glue on. Teacher places a piece of paper on surface and glues it down. Child is allowed to do the same. Teacher shows examples of collage which used each media. Child is given materials and projects are started.

Additional Resources

Unit: Art
Area: Form and Construction

Objective (21): The student demonstrates his ability to produce by form and construction a recognizable object.

Materials	Teaching Strategies
Various models, (sug), Animal (cat); toy (car) (doll); Vegetable (carrot, pumpkin, etc.). Clay, Scrap wood, glue.	The student will choose the media (wood, clay etc.) and construct an coject with likeness of the various models displayed.

Additional Resources

Unit: Art
Area: Form and Construction

Objective (22): The student produces a mobile consisting of five objects.

Materials	Teaching Strategies
2 wires, any length, 5 small objects.	Objects are fastened at each end of wires. Wires are tied so as to balance. Fifth object is fastened at tie point. String from tie point for hanging.

Additional Resources

Unit: Art
Area: Form and Construction

Objective (23): The student produces a pot using coiled clay.

Materials	Teaching Strategies
Terra cotta or the gray clay, wet paper towels, newspaper.	The child will be able to construct a coil pot out of clay by smoothing the coils together.

Additional Resources

Unit: Art
Area: Form and Construction

Objective (24): The student produces from clay a recognizable animal or object.

Materials	Teaching Strategies
Clay, pictures of animals.	Discuss the characteristics of animals. Show pictures of different animals and point out differences of legs, ears, and necks etc.

Additional Resources

Unit: Art

Area: Form and Construction

Objective (25): The student decorates a clay pot with additional clay.

Materials	Teaching Strategies
Clay, water.	Select an appropriate pattern or design a pattern. Make sure clay is wet. Apply clay to pot. Fire pot.

Additional Resources

Unit: Art

Area: Form and Construction

Objective (26): The student produces a glazed pot.

Materials	Teaching Strategies
Clay, glaze, kiln, paint brush.	Shape pot from clay. Fire in kiln. Apply glaze with paint brush. Fire again.

Additional Resources

Unit: Art
Area: Form and Construction

Objective (27): The student produces a simple puppet.

Materials	Teaching Strategies
Paper bag, crayons, scissors.	Lay out materials in front of class. Ask students to name what they see. Tell them that you have a puppet in front of you. Ask if anyone can see it. Ask them to watch the "puppet grow". Assemble the puppet ←Bag; ←Draw eyes, nose & mouth with crayon. ←Cut out ears and mouth from bag; place bag over hand and make the puppet say "Hi". Assemble the bag puppets with the children after handing out materials to all. Let children become as creative as they would like.

Additional Resources

Unit: Art
Area: Form and Construction

Objective (26): The student demonstrates his ability to use yarn and burlap to produce a design consisting of two different kinds of stitches.

Materials	Teaching Strategies
Burlap, rug yarn, needle (blunt), scissors, Elmers glue.	Student is given burlap in desired size. (May be for place mat or wall plaque). Design is created by student. He is shown how to thread needle and make the stitches. Edges may be fringed and edged with glue.

Additional Resources

Unit: Art
Area: Form and Construction

Objective (29): The student produces an object using paper mache.

Materials	Teaching Strategies
Dry paste for paper mache, dishpan for mixing with water, lots of newspaper, paper towels, masking tape, materials to use as a base or form for the object you intend to make such as balloon, chicken wire, etc.	The student first will build his frame, making sure that it is sturdy and will support the paper mache covering. Then he begins building the object by dipping strips of torn newspaper (approximately 2 inches wide) in the paste and smoothing it onto the object. When one layer is complete the object is allowed to dry before adding a second layer. He may add as many thin layers as necessary to make it sturdy. Last layer should be of paper towels.

Additional Resources

Unit: Art
Area: Form and Construction

Objective (30): The student produces a sand casting mold to be used with plaster of paris.

Materials	Teaching Strategies
Sand, plaster of paris, bucket, real objects, hanger.	Put sand in container (designated area). Press natural objects into sand. Make up plaster of paris. Pour into container. Harden. Place "hanger" on back, top, etc. as hardening. Frame with material to prevent cracking. This activity can be duplicated by using melted wax for candle-making, etc.

Additional Resources

Unit: Art
Area: Graphics

Objective (31): The student produces prints using various gadgets on various textures of paper.

Materials	Teaching Strategies
Kitchen gadgets, sewing gadgets, shop gadgets, scrap papers from print shop in irregular shapes, stamp pads or tempera on sponge in jar.	Pass out papers (3 at a time at first). Pass out gadgets (all get 3 at minimum). One pad per student (different colors). Each student stamps gadgets on paper. One minute later pass paper to another. One minute later pass gadgets to another. One minute later pass pad to another. Five minutes collect all papers, pads, gadgets. Large paper - glue all papers together for group picture, abstract or realistic.

Additional Resources

Unit: Art
Area: Graphics

Objective (32): The student produces a recognizable picture while using prints made with natural materials.

Materials	Teaching Strategies
Leaves, bark from trees, gravel, white construction paper, pencil.	Take a pencil and place the object underneath a piece of white construction paper. Place proportionately so that you have a recognizable imprint of a tree with leaves.

Additional Resources

Unit: Art
Area: Graphics

Objective (33): The student produces a border consisting of letters as the basic design.

Materials	Teaching Strategies
Marking pen, paper.	Paper passed out to the student along with marking pen. Today we are going to make a border for our paper. For our border we are going to use letters from the alphabet; see what kind of arrangement you can make that will be attractive and different from anyone else's.
Paper, scissors, paste, newspaper.	Pass out paper, scissors and newspaper. Today we will make a border for our paper by cutting out letters from the newspaper and pasting them in an attractive design along the edge.

Additional Resources

Unit: Art
Area: Graphics

Objective (34): The student identifies two methods used in making prints.

Materials	Teaching Strategies
Tempera paint, potato, styrafoam, shallow pan, construction paper.	Cut designs in potato, styraform, or use a ready-made object. Dip in paint pan and transfer on paper.

Additional Resources

Unit: Art
Area: Graphics

Objective (35): The student produces a repetitious design using cut vegetables and paint.

Materials	Teaching Strategies
Construction paper, tempera paint, vegetables (potatoes, carrots, etc.), flat pans, newspaper, paper towels.	The child will be able to make a design by repetition with printing objects.

Additional Resources

Unit: Art
Area: Graphics

Objective (36): The student produces a part of a mural, printing with natural objects while working with other children.

Materials	Teaching Strategies
Mural paper, paints (tempera), natural objects such as sponges, wood, pine cones, leaves.	The teacher has taped to a wall or blackboard a long sheet of mural paper. She gives the children a box full of objects which they have found outside. They are to dip these objects in various colors of paint and make prints on paper, forming a design.

Additional Resources

MUSIC

Level B

Singing

The student can:

1. 1. sing the first three tones in a scale by watching lines on the board.
2. 2. sing a simple song in a small group, singing with pleasing quality and blend.
3. 3. sing a simple song by himself, singing with pleasing quality and blend.

Listening

The student:

4. 1. listens to a group of notes and responds orally the direction the notes went.
5. 2. can distinguish like and unlike phrases of a song.
6. 3. can count the number of phrases in a simple song.
7. 4. listens to a simple musical selection and selects a picture which is representative of the music.
8. 5. identifies when in a song, the change in meter takes place.
9. 6. while listening to recordings, identifies by name some common artists.

Instrumental

The student:

10. 1. can translate simple music notations into sounds on sticks.
11. 2. plays a scale song on bells and watches notation from board.
12. 3. will accompany the class on autoharp on a song with two chord changes.
13. 4. groups instruments into the four catagories strings, brass, winds and percussion.
14. 5. classifies from sound, the four groups of instruments.

Rhythm

The student:

15. 1. claps his hands in time or rhythm to assorted music.
16. 2. interprets a simple musical selection through spontaeous physical movement.
17. 3. demonstrates his ability to play musical games.

Attitudes

The student:

18. 1. evaluates his singing and the singing of others.
19. 2. describes the emotional mood of assorted music.
20. 3. demonstrates his ability to display audience etiquette during class as well as a program.
21. 4. demonstrates self-confidence in relation to musical activities.
22. 5. demonstrates a desire to participate in simple musical programs.
23. 6. gives two reasons why he likes one song of a group better than the others in a group.

EXCEPTIONAL CHILD EDUCATION PROGRESS REPORT

MUSIC

Level B

Pupil's Name _____ Birthdate _____

Skill Area — Specific Objectives

	1	2	3	4	5	6	7	8	9
Singing				*	*	*	*	*	*
Listening							*	*	*
Instrumental						*	*	*	*
Rhythm				*	*	*	*	*	*
Attitudes							*	*	*

Unit: Music
Area: Singing

Objective (1): The student can sing the first three tones in a scale by watching staff lines on the board.

Materials	Teaching Strategies
Staff drawn on board, Three notes drawn on staff ascending, ruler or pointer	Play on piano or sing ascending full scale. Have child sing first note with you while pointing to it. Point to next note, child and you sing higher. Point to next note and sing one step higher.

Additional Resources:

Unit: Music
Area: Singing

Objective (2): The student can sing a simple song in a small group, singing with pleasing quality.

Materials	Teaching Strategies
Record player, words to song desired -"This Little Man" for example, Record of song - piano	Teach the group the words to the song. Play record on record player for listening experience. Have students sing along with record. Play melody on piano - have group sing song. Listen to results correcting student if necessary.

Additional Resources:

Unit: Music
Area: Singing

Objective (3): The student can sing a simple song by himself, singing with pleasing quality and blend.

Materials	Teaching Strategies
Piano or bells	Sing a simple song as a group - such as "Row, row, row your boat". Divide the group in two and each sing the song. Have 2-3 children sing the song together. Now one child sings the song - ask for volunteers first and encourage others who don't want to sing.

Additional Resources:

Unit: Music
Area: Listening

Objective (4): The student listens to a group of notes and responds orally the direction the notes went.

Materials	Teaching Strategies
Piano, tape recorder, recording of scales played on assorted instruments with pauses between recordings.	Have pupil listen to a scale played on a piano, have student indicate the direction - up or down. Repeat procedure. Have pupil listen to tape recording and as scale is played, student orally indicates direction of scale. Repeat using scale that goes in two directions and have student respond.

Additional Resources:

Unit: Music
Area: Listening

Objective (5): The student can distinguish like and unlike phrases of a song.

Materials	Teaching Strategies
Recordings of songs with like phrases, jingle bells, are you sleeping, record player	Have pupil listen to song. Have student indicate which parts of the song are repeated. Draw staff on board and write phrase on board. Show likeness of phrase. Repeat with other songs. Have pupil listen for like phrases.

Additional Resources:

Unit: Music
Area: Listening

Objective (6): The student can count the number of phrases in a simple song.

Materials	Teaching Strategies
Simple song such as Clap Your Hands, pg. 20 in Book 2 of Making Music Your Own; Silver Burdett Company	After learning the song by rote, have the children to count the number of times we move our arms to the right and left. Each movement representing one phase.

Additional Resources:

Unit: Music
Area: Listening

Objective (7): The student listens to a simple musical selection and selects a picture which is representative of the music.

Materials	Teaching Strategies
Assorted pictures, ex., horses running, assorted musical selections, ex., William Tell Overture	Play a musical selection and have children tell what they think is happening or what event does the music sound like. Use obvious musical selections. Have two pictures one of which obviously matches the picture. Work to matching and selecting pictures to appropriate music.

Additional Resources:

Unit: Music
Area: Listening

Objective (8): The student identifies when in a song, the change in meter takes place.

Materials	Teaching Strategies
Record player, recordings of songs with meter change Examples: Walking at Night (Stolda Pumpa) Suzette, Connecticut Peddler, My Corn Seeds, from Music In Our Country, Singing Together #5, White Dove	Play recording, listening first time. Repeat recording having pupils clap to beat, have pupils indicate point where their rhythm of clapping changes. Explain meter change 4/4 to 3/4 or 3/4 to 2/4, etc.

Additional Resources:

Unit: Music
Area: Listening

Objective (9): The student while listening to recordings, identifies by name some common artists.

Materials	Teaching Strategies
Records of Jackson 5, Beatles, 5th Dimension, Aretha Franklin	Play records and ask children to respond verbally by giving name of recording artists.

Additional Resources:

Unit: Music
Area: Instrumental

Objective (10): The student can translate simple music notations into sounds on sticks.

Materials	Teaching Strategies
Rhythm sticks, chalkboard, chalk, eraser	Draw a staff on board with notations for 2/2, 2/4, and 6/8 beats. Name each beat and clap through once. Second time have children clap with you. Third time call on individuals to clap along. Pass out rhythm sticks. Clap sticks together to demonstrate, then have children clap with you, finally alone. Repeat.

Additional Resources:

Unit: Music
Area: Instrumental

Objective (11): The student plays a scale song on bells and watches notation from board.

Materials	Teaching Strategies
Chalkboard, chalk, eraser, set of bells and pointer	Put on board a staff. Instead of using notation, put letter on staff. Student can look at bells and play corresponding letter.

Additional Resources:

Unit: Music
Area: Instrumental

Objective (12): The student will accompany the class on an autoharp on a song with two chord changes.

Materials	Teaching Strategies
Autoharp	Song: Row, row, row your Boat, chords: C and G.

Additional Resources:

Unit: Music
Area: Instrumental

Objective (13): The student groups instruments into four catagories: strings, brass, woodwinds and percussion.

Materials	Teaching Strategies
Records, string instruments (plunk) brass instruments (toot), woodwind instruments (whistle), percussion instruments (boom)	Listen for sounds and identify each instrument. Introduce and demonstrate instruments of various classified instruments.

Additional Resources:

Unit: Music
Area: Instrumental

Objective (14): The student classifies from sound the four groups of instruments.

Materials	Teaching Strategies
Peabody Level II Kit, pictures of instruments, record of sounds, cut instrument pictures from magazines. Bring in instruments-ex. violin, drum, trumpet, clarinet	Place pictures of the four groups of instruments on the board. Play the record that names the instrument and make their sounds. Ask students to listen for the sound of certain pictures of instruments.

Additional Resources:

Unit: Music
Area: Rhythm

Objective (15): The student claps his hands in time or rhythm to assorted music.

Materials	Teaching Strategies
Record player - records, music for rhythm - band is good	Play records - have student count 1-2- bringing hands together in clap as he says clap - rest - clap - rest. Use rhythmic pattern 1-2-123- meaning 1 rest 2 rest 123 rest. Use familiar tunes.

Additional Resources:

Unit: Music
Area: Rhythm

Objective (16): The student interprets a simple musical selection through spontaneous physical movement.

Materals	Teaching Strategies
Record player, records, or music recorded on a tape recorder.	A record is chosen that has variations in rhythm, as the music plays the child is asked to do what the music makes him feel like doing.

Additional Resources:

Unit: Music
Area: Rhythm

Objective (17): The student demonstrates his ability to play music games.

Materials	Teaching Strategies
Record player, rhythm record, sticks, tambourines bongo drums, poles, chalk line on floor	Teacher demonstrates procedure: Two people hold two poles parallel to six foot straight chalk line on floor. In time to the music of record and other instruments the poles are moved first together then apart as one or more children hop across the poles.
Chairs, marching music, record player	Student play musical chairs. While music is playing children march, when music stops children sit down. Remove a chair repeat previous procedure - child who cannot find seat is out remove chair--repeat.

Additional Resources:

Unit: Music
Area: Attitudes

Objective (18): The student evaluates his singing and the singing of others.

Materials	Teaching Strategies
Tape recorder	Have each child record a song, he wishes to sing. Have children listen to tape and discuss, both good and other songs by students which were: too loud, too soft, off key - sour notes, pleasant or unpleasant sounds.

Additional Resources:

Unit: Music
Area: Attitudes

Objective (19): The student describes the emotional mood of assorted music.

Materials	Teaching Strategies
Record player, records, picture/paintings	Have children listen to a record where the music is fast, staccato, happy sounding. Next listen to music that is low, slow and sad sounding. Pictures could be used to accompany the music. Children can describe in words the mood of the music; they could act out the emotions, point to picture of their feelings about the music, list colors that show the mood. Next music can be played, demonstrating angry to fearful sounding music.

Additional Resources:

Unit: Music
Area: Attitudes

Objective (20): The student demonstrates his ability to display audience etiquette during class as well as a program.

Materials	Teaching Strategies
Records, films	Discuss good listening habits. Play listening games. Listen to records, discuss listening. Look at films, discuss attentiveness. Have children present a program in class (individual children perform) Discuss good manners - attentiveness - appreciation. Attend a school program follow through with good listener awards.

Additional Resources:

Unit: Music
Area: Attitudes

Objective (21): The student demonstrates self-confidence in relation to musical activities.

Materials	Teaching Strategies
Songs, records	Teacher observes student and if student sings with the rest of the class without coaxing, etc., he is considered to be displaying self-confidence. * If student is not displaying self-confidence and constantly needs coaxing and probing to participate, m & mc may be used to reinforce each appoximation to the desired response.

Additional Resources:

Unit: Music
Area: Attitudes

Objective (22): The student demonstrates a desire to participate in simple musical programs.

Materials	Teaching Strategies
Opportunity for musical program	Have children plan their contribution to the program. Desire to perform comes from many previous pleasant, gratifying ego building successful experiences.

Additional Resources:

Unit: Music
Area: Attitudes

Objective (23): The student gives two reasons why he likes one song of a group better than the others of a group.

Materials	Teaching Strategies
Records of simple songs	The teacher selects a simple, repetitive tune and teaches it to the students. Later the same process is followed for another song. The teacher then asks the student to give two reasons why he likes one song better than the other(s). (The beat, the rhythm, the same sound in the tune etc.)

Additional Resources: